DOCUMENT RESUME

ED 260 528 EC 180 292

AUTHOR	Barringer, Mary-Dean, Ed.
TITLE	Affective Education and the Severely Impaired.
INSTITUTION	Wayne County Intermediate School District, Detroit, Mich.
PUB DATE	85
NOTE	102p.
AVAILABLE FROM	Wayne County Intermediate School District, 33500 Van Born, Wayne, MI 48127 ($3.00).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052) -- Collected Works - Serials (022)
JOURNAL CIT	Speciality; v1 n1 Win 1985
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Affective Behavior; Creative Art; Elementary Secondary Education; Health Education; *Humanistic Education; *Interpersonal Competence; Language Arts; Learning Activities; Parent Teacher Cooperation; Physical Education; Self Concept; *Severe Disabilities; Social Development; Stress Variables; Teaching Methods; Vocational Education

ABSTRACT

The first issue of a quarterly publication addresses a variety of issues in the education of severely impaired students. Articles, contributed by educators and support staff, examine the following topics: affective education: the hidden curriculum; the importance of touch and activities for staff and students; affective education activities centered on self and body awareness, emotions and feelings, and affiliation; stresses induced in care givers from dealing with severely impaired persons; and the relationship between parents and teachers of severely handicapped students. The bulk of the publication offers teaching suggestions in the areas of language arts, health education, physical education, home living, creative arts, and vocational education. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Mary Dean Barringer

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

EC180292

SPECIALITY*

*1. a special mark or quality. 2. a special object or class of objects. 3a. a special aptitude or skill; b. a particular occupation or branch of learning.

SPECIALITY describes not only the focus of this publication but the target audience as well. The severely impaired population represents a unique group of individuals. Each person within this population has his own particular strengths and weaknesses. Those of us who have chosen to train, educate, love and live with these persons need special skills. Our experience has provided us the opportunity to create new solutions to recurring problems; to adapt existing techniques to create innovative teaching methods and to develop a special aptitude in the field of education.

This first issue of **SPECIALITY** showcases the talents of many educators and support staff who have written articles and teaching activities that provide information to persons interested in the education of the severely impaired. These special teachers (special T's) have offered suggestions based on their own field of expertise. It is hoped that this quarterly publication will continue to provide a forum for sharing those special skills that we all possess. Readers are invited to send in ideas and teaching activities. Each issue will feature topical articles and a thematic teaching unit along with regular columns.

SPECIALITY can provide a type of staff development that will broaden our base of knowledge concerning the education of the severely handicapped. This enhances our effectiveness as educators. We will indeed continue to be Special T's!

All correspondence regarding this publication should be sent to Mary-Dean Barringer, Title I, Education Annex, Wayne County Intermediate School District, P. O. Box 807, 33500 Van Born Road, Wayne, Michigan 48184.

BEST COPY AVAILABLE

SPECIALITY*

Winter Warm-up

28 Language Arts

39 Health Education

46 Physical Education

54 Home Living

69 Creative Arts

77 Vocational

1 **AFFECTIVE EDUCATION: THE HIDDEN CURRICULUM** - What is "affective education" and how can it be defined in relation to the Severely Impaired. A developmental look at the components of affective education unveils an interesting outline for a curriculum.

7 **THE EXCEPTIONAL TOUCH** - Without it, we wither. With it, we bloom. Explore this powerful sense and learn how touch enables us to develop a sense of self; relationships and social skills and sets the stage for the blossoming of a range of emotions.

11 **TOUCH ME!** - Activities built on the concept of the exceptional touch.

83 ALL AROUND TOWN

86 MOLEHILLS OUT OF MOUNTAINS

88 NEW FOR YOU

91 HOMEWORK

94 OFF THE RECORD

96 JOIN UP

97 ADMINISTRATOR'S COMMENT

15 **DIVING INTO THE WORLD OF AFFECTIVE EDUCATION: A SPRINGBOARD OF ACTIVITIES** - Affective education activities for the severely impaired are not packaged in books or kits. You can start focusing on on your students affective needs tomorrow! Read how!

18 **GOOD GRIEF! I'VE CAUGHT CAREGIVERPLEGIA** - What kind of impact does the severely impaired individual have on educators and primary caregivers? Do we all experience a type of "grieving"? Recognizing our present emotional state, we can grow in our own relationships and in those with severely handicapped persons.

23 **PARENTS ARE PEOPLE TOO!** Let a parent tell you what you've always wanted to know--how do they feel about that handicapped kid?

CONTRIBUTORS:

Mary-Dean Barringer, Char Davis, Cindy Ferguson, Gary Golbesky, Jan Graetz, Ann Heler, Katy Herley, Susan Keeffe, Chris Kosal-Smither, Cathy Liesman, Wayne Ruchgy, Brenda White

AFFECTIVE EDUCATION: THE HIDDEN CURRICULUM

Mary-Dean Barringer

INTRODUCTION

The lack of direction in affective education programs for the handicapped is hardly surprising. Techniques such as values clarification and Magic Circle are strategies used by general education teachers within existing curricula areas. Many schools adopt commercially available programs to incorporate into scheduled courses. However, this "curriculum" which attempts to teach students those social behaviors, values and attitudes thought to be important in school and society remains relatively hidden (Francescani, 1982). Rarely does there exist a clearly defined program in affective education within our traditional schools (Clemens, 1983).

If affective education is important in general education, it is important in special education. Federal law has mandated that educational programming for the handicapped address the affective domain. Exceptional students need direct help in their attempt to fit into the daily flow of school and society (Francescani, 1982). William Morse (1982) remarked that students with severe limitations are often the most shortchanged in affective education. Educators of these individuals feel obligated to maximize the mechanics of self-care and self-maintenance. In most classrooms, such goals are considered primary and there is little, if any, time to pause from these formal tasks to work toward affective goals. The focus of "affective education" becomes one of teaching severely impaired students to "behave", with little thought given on teaching students how to obtain a greater understanding of themselves and how to relate positively to another person.

The challenge facing educators of severely impaired individuals is to adapt affective education programs that do exist to fit the needs of this population. This requires a re-examination of the emotional and social potential of this group of individuals and a careful assessment of the affective needs for their various living environments.

EMOTIONAL DEVELOPMENT

Research that has taken a look at emotional development clearly supports the concept that there is a sequential pattern that exists. An early study conducted by British psychologist K. Bridges (1932) examined the development of emotions from birth through two years (see Figure 1). Recent studies conducted by Jerome Kagan (1984) and others (Goleman, 1984) cite evidence that supports this orderly progression of emotional development. Pleasure, surprise, disgust and distress are emotional capacities present at birth. At six to eight weeks, an infant can experience joy; between three to four months anger is possible, and by eight to nine months the capacities for fear and sadness exist. Between twelve to eighteen months the toddler learns to express tender affection and at eighteen months, shame (Goleman, 1984).

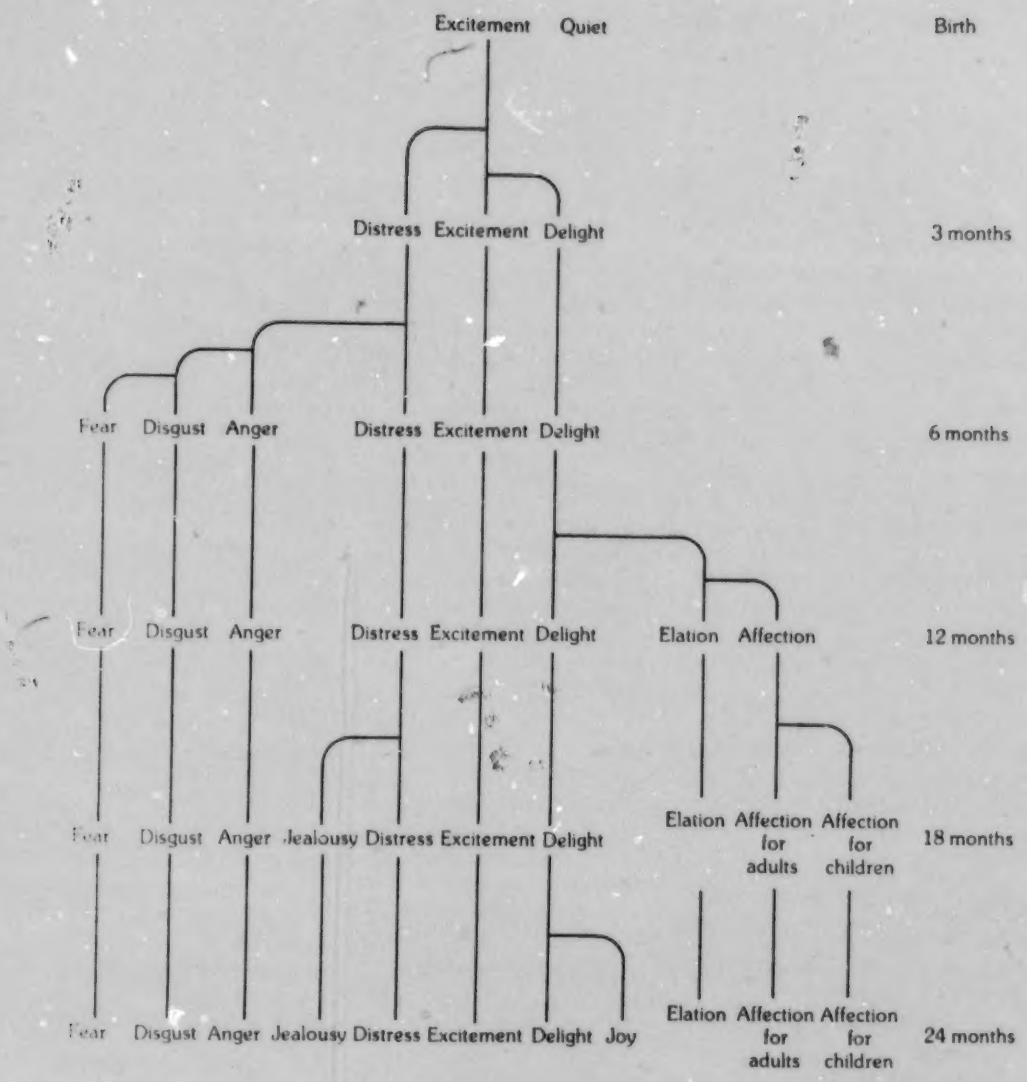


Figure 1. The theory of the development of human emotions. Psychologists assume that a few primitive states become differentiated with age into many human feelings.

BEST COPY AVAILABLE

Psychologists and educators responsible for assessing the learning potential of the severely impaired often take a developmental approach. Observable behaviors of this population yield functioning levels that approximate various developmental stages. It is not uncommon to describe abilities with phrases like "Her overall cognitive functioning approximates that of a ten month old". It is reasonable to use this developmental approach with affective skills. If emotions such as those described above are present within the "normal" population at such an early stage of development, an assumption can be made that severely impaired individuals also possess such emotional capacities. Research on the emotional development of the severely developmentally disabled is virtually non-existent, so it is difficult to estimate the true range of emotional capacities (York, 1977). Emotions and feelings do exist however, and an affective education curriculum for the severely impaired population must address the awareness and labeling of emotions along with the appropriate mode of expression.

ESTABLISHING A SEPARATE IDENTITY

Fundamental to developing an awareness of emotions is the concept of recognizing oneself as a separate individual. This is accomplished through a process of body and self awareness. Acquiring and using sensory knowledge enables one to develop preferences that create the ability for one to make a choice. Making a choice is one of the first personal statements an individual can make. Awareness of body parts and mastery of body movements enables an individual to begin the process of problem solving. Many severely impaired individuals engage in maladaptive behaviors that involve a motor pattern (i.e., self-abuse, self-stimulation, aggressive acts). Often, these individuals do not understand that they possess the ability to control their own motor movements. An affective education program for this population must include a component on body and self awareness. It will provide the foundation for developing a positive self-concept and enabling the individual to acquire fundamental social skills critical to the last component of an affective education program: affiliation.

EMERGENCE INTO A SOCIAL GROUP

The severely impaired population is a diverse group, but one commonality is that each individual is part of a group, and has a relationship with a primary caregiver. A severely developmentally disabled individual will most likely remain a dependent handicapped individual. He will have interactions with a primary caregiver, and he will be part of a social group: family, group home and community. The issue of life-long planning is critical to individual educational program plans. Schools for the severely handicapped often devote much time to vocational training to prepare the individual for a future environment of a sheltered workshop. In reality, future environments for the severely handicapped person will be a group home or family home. Workshops and day activity centers often have two to three year waiting lists just to be considered for enrollment. There is a much greater likelihood that the severely impaired person's future role will be one of a "neighbor" as opposed to a "worker". Yet, no training is provided to produce abilities to perform in this role. Specific skill instruction is needed

to enable the severely handicapped person to develop basic relationships with people . . . and opportunities to practice those skills.

FOCUS ON CURRICULUM

Curricula for most content areas, whether general or special education, follow a hierarchial or developmental framework. The use of a developmental focus in curricula for the severely impaired has proved to be an effective system as evidenced by the one hundred forty two citations listed by Shirley Vulpe (1979) in the Vulpe Assessment Battery. Upon review of a variety of affective education programs, the following curriculum outline is proposed for the severely impaired.

Three components are described in this basic affective education curriculum outline. These components were selected because the content appears to be within the mastery level of the severely impaired and they provide a solid foundation for further growth and development. It is suggested that courses should be developed to teach concepts and objectives within these areas.

I. Self and body awareness: Becoming Somebody

- -Experiencing and responding to sensory stimulation
- -Awareness and recognition of body parts
- -Sensory body experiences: Using sensory knowledge to make basic choices, becoming aware of using controlled body movement
- -Problem solving through body movement (i.e., creative movement
- -Self-identity (stressing the unique physical and personal traits)
- -Human sexuality

II. Emotions and Feelings

- -Becoming aware and labeling "inner space" (i.e., body rhythms that are associated with hunger, thirst, pain, sickness, warmth, etc.)
- -Awareness and labeling emotions within a developmental sequence
- -Discovering appropriate ways to express identified emotions
- -Developing self esteem by providing opportunities to make choices, master a task, experience cause and effect, etc.
- -Developing a healthy self concept by experiencing activities through which the individual feels respected, liked, etc.

III. Affiliation: Emergence into a Social World

-Developing a primary relationship with caregiver through bonding, nuturing, trust, etc.
-Expression of basic social initiation skills (i.e., eye contact, smiling, touching, attending)
-Awareness of self as a social being that can interact with others: awareness of and interaction with peers
-Learning the rituals of social interaction (i.e., greeting, various community behaviors such as movies, church, restaurants, etc.)
-Experiencing cooperation through the use of group games, the use and care of group materials
-Dependence and Help: accepting dependence on others, learning when to do things for self, learning how to "help" another person
-Relationship of the individual to family, group home and community: how to contribute to the group

RELATIONSHIP BETWEEN BEHAVIOR MANAGEMENT AND AFFECTIVE EDUCATION

The curriculum outline has been designed to provide activities and experiences that will enable the severely handicapped person to acquire adaptive social skills. Educators of the severely impaired have discovered that the majority of their students arrive at school exhibiting a range of maladaptive behaviors that often interfere with their educational programming. Behavior management techniques have been the most successful in modifying these specific kinds of behaviors. An affective education program is NOT a replacement of behavior management systems, but a compliment to them. Affective education should be viewed as a preventative mental health program. Objectives within the curriculum will teach appropriate and new skills to replace those becoming extinct through behavior management.

Likewise, many aspects of behavior management will contribute to the overall success of an affective education program. The foundation of behavior management is the process of reinforcement. Reinforcement not only affects the occurrence of behaviors, but can also assist in building a positive self-concept. The techniques of task analysis, shaping and fading all enable a student to experience success and mastery of a task, thus enhancing self-esteem. Behavior management and affective education are not exclusive of each other, but partners in a total program to strengthen the emotional and social skill development of the severely impaired.

Mary-Dean Barringer is a Demonstration/Resource teacher with Chapter I projects within the Wayne County Intermediate School District. She provides resources regarding behavior management and educational programming to persons working with the severely impaired.

REFERENCES

Bridges, K. M. (1932). The Social and Emotional Development of the Preschool Child. London: Kagan-Paul.

Clemens, S.G. (1983). The Sun's Not Broken, A Cloud's Just in the Way. Mt. Rainer, Maryland: Gryphon House.

Davis, D.E. (1977) My Friends and Me: Teacher's Guide. Circle Pines, MN: American Guidance Service.

Francescani, C. (1982). MARC: An Affective Education Curriculum for Emotionally Disturbed Adolescents. Teaching Exceptional Children 14 (6) pp.217-222.

Goleman, D. (1984, June 25) Baby How Do Your Feelings Grow? The New York Times.

Harris, M., Hasenfeld, H. and Watkins, E. (Eds.) (1980) Feeling Good: Helping Children Grow Emotionally and Socially. Ann Arbor, Michigan: University of Michigan Press.

Jensen, L.C.(1979). Feelings: Helping Children Understand Emotions. Provo, Utah: Brigham Young University Press.

Kagan, J. (1984). Emotions, Cognition and Behavior. Cambridge, MA: Cambridge Press

Morse, W. (1982). The Place of Affective Education in Special Education. Teaching Exceptional Children 14 (6) pp. 209-211

Morse, W.C.,Ardizzone, J. McDonald,C. and Pasick P. (Eds.) (1979). Affective Education for Special Children and Youth. Reston, VA: Council for Exceptional Children.

Schindler, P. (1982). Affective Growth in the Preschool Years. Teaching Exceptional Children 14(6) pp.226-232.

Smith, C.A. (1982). Promoting the Social Development of Young Children: Strategies and Activities. Palo Alto, CA: Mayfield.

Vulpe, S. (1979) Vulpe Assessment Battery for the Atypical Child. Toronto: National Institute on Mental Retardation.

York, S. (1977 November) Emotional Development in Severely Retarded Children. Paper presented at the Annual Convention of the AAPSC, Washington, D.C.

THE EXCEPTIONAL TOUCH

Jan Graetz

It is our first sense developed . . .and remains with us to the end . . . it is a universal need . . . and everywhere the same, though the form of its satisfaction may vary from time or place. It can unlock doors as a means of communication to those who we thought could not communicate. We depend on it daily to exist . . . we search for it . . . long for it . . . crave it and demand it.

If we do not have enough of it we become withdrawn . . . silent . . . anxious . . . depressed. We may even acquire inappropriate behaviors in its absence . . . trying desperately to supply what is missing. Its presence can create a feeling of love . . . its absence, a sense of isolation.

Our sense of . . . TOUCH. As adults we encounter hundreds of these experiences each day -- we kiss our family members, shake hands with a new acquaintance . . . hug a familiar friend, bump into someone at the grocery, wrap our arms around ourselves when chilled, pat someone on the back, massage our earlobes.

Touch is the satisfying (and unfortunately sometimes unsatisfying) contact or feeling of another's or one's own skin. It may take the form of cuddling, holding, patting, caressing and stroking with fingers or whole hand, and may be limited to simple body contact or engage many body surfaces.

Consciously and unconsciously we register our daily "touch" experiences in our brain. If our daily supply has been inadequate we may find ourselves trying to get the family dog in our lap at the end of the day. If our touch experiences have been pleasant and bountiful, then we can relate to others in fundamental human ways -- we have felt affection and are more likely to return it. How we interpret these touch experiences depends upon: (1) the physical touch experience itself, and (2) our state of being at the time touching occurs. What is "pleasurable" touch at one time may become "pain" at another.

Unfortunately, our students who are severely developmentally disabled rarely have the "touching repertoire" that we do. The assistive devices that provide a safe, secure environment become fences that create barriors between us. It is no longer appropriate for a 16-year old male to sit in our lap, and yet because of his limited social skills, he may not have the opportunity to experience touching relationships like his nonhandicapped peers. It is no wonder then that we see our adolescents exhibiting inappropriate behaviors such as "poking" and "groping" at anyone who passes by? Just as we all seek satisfying touch relationships . . . so do our students.

Consciously making touch a part of daily classroom activities can benefit students . . . and staff in many ways. It primarily affords

BEST COPY AVAILABLE

primarily affords staff a means to communicate with even the most severely involved. Through our hands we can extend feelings of compassion, caring, trust and sympathy. Even when accompanied by a soothing voice, the words become secondary as the laying on of hands communicate affection and involvement. The second benefit is that touch can provide the perfect balance between stress and relaxation. Stress is beneficial to all of us to a certain point. It can increase our cognitive skills and aid us in learning. Stress built upon stress, with no opportunity for relaxation, inhibits any type of learning from taking place. "Touch" can be used to get students to relax, to unwind, to dissolve tension that may later build into an act of aggression. As adults, we have the opportunity to release tension/relax in many ways: we go for a walk, smoke a cigarette, talk to a friend, exercise vigorously or go into the bathroom, lock the door, and scream! The students in your room cannot take part in the usual means of releasing tension. And they HAVE tension! They stare at bright lights all day, are constantly told what to do, when to do it and where to do it. They have no "privacy" (usually) and may ride on a bus or in a cab for over an hour before they are unloaded. By teaching relaxation techniques through touch we can give our students the greatest gift -- control of their own bodies.

A third advantage to "touch" occurs when students develop a good internal self-image. "Hey, maybe I'm not so bad after all. She likes to touch me!" When touching occurs, the student can learn about the boundaries of his body--where he ends and the mat begins--and about his body parts when he can suddenly integrate as a whole.

Parents and staff can benefit from the fourth advantage: touch can instill a way of bonding with another human being. Many parents of the severely handicapped have not successfully "bonded" with their children for many reasons. The "bond" is the unique relationship between two people that is specific and endures through time. The relationship may be a strong affectional/emotional attachment that is exhibited by fondling, kissing, cuddling, and prolonged gazing. I am not suggesting that as teachers and instructors we are to "love" as a parent each of our students. I would hope though that we can establish a relationship of caring and concern. If caring relationships are at least established, then perhaps we can decrease the number of "insensitive", "noncaring" remarks that we all hear in the centers. If, as human beings, we cannot establish even this simplest caring relationship with our students, then perhaps we do not belong in a classroom.

O.K. So you have decided to give "touching" a try . . . how do you go about it? Begin on a small scale, perhaps with only one student who can sit or lie longer than five seconds and isn't too tactically defensive that you will have a major fight on your hands. Once you have selected a student, contact his PHYSICAL THERAPIST/OCCUPATIONAL THERAPIST to let them know what you have planned. For some students, because of their extensive physical problems, "touch" in certain areas of the body may be contraindicated. Now . . . take the student down the hall to the Relaxation Room . . . the soundproof room with track lighting, a massage table, mats on the floor and an $800 stereo for

BEST COPY AVAILABLE

music (only kidding!). You will probably be limited to the confines of your room (but work on getting a Relaxation Room!) and a chair or mat. This will do. If it is impossible to establish a one-on-one, then do a touch/relaxation activity for the total group. You can pay particular attention to the one student you have chosen while everyone else gets to listen and observe.

We "touch" constantly, but meaningful touch activities can occur at selected times. If you have "uptight" students at arrival time who have difficulty making the transition from the bus to the classroom, offer a touch activity for relaxation at this time. If students are tense at the start of the day, your efforts at teaching anything will be hampered because of their stress. Take the time for everyone to relax.

Other students feel the most anxious prior to lunch. If lunch is then delayed at all, they may be so tense that feeding is impossible. A few relaxation activities prior to feeding may help. If "leisure" activities take place after lunch, this may be a good time to establish a one-on-one relationship. If students "choose" their own leisure time activities, perhaps of bottle of oil can be left out so the student can eventually indicate that this is how he would like to spend his time. If photographs are used, have someone take a picture of the student and staff member during a "touch" activity. The student can then "point" to his leisure activity.

The simplest touch experiences can begin with a slight stroking of the back or of the hand when roll call is taken in the morning. If a student appears really defensive to touch at these points, try other areas. The least restrictive areas are usually the extremities: hands, head, feet. The closer you work toward touching the abdomen, the more resistance will appear. Take time to "read" your students to discover what areas they feel comfortable with and which they don't. Keep reassessing these areas every three months or so, since focal points may change.

A few examples of touch/relaxation activities follow this article. Keep in mind that they are to serve as starting points to your own creativity. Modify, change, delete as needed. You may sit, lie or stand; you may use oil, warm water, sponges, etc. Music may or may not be helpful. Does it seem to relax or stimulate?

As you begin some of these activities in your room, certainly be aware of your students reactions but also become aware how "you" feel. Energy and emotions are transmitted as we touch whether they be positive or negative. Do you want to touch this student? What do you like/dislike about this student? How do you feel about touching others? It is impossible to deal with how touch affects someone until we have thought about what it means to us.

Touch, if meaningful, should be enjoyable for the recipient and the giver. Once we establish this, then we can truly understand the human significance of touch.

Jan Graetz has studied infant massage with Vimala Schneider, a well published infant masseuse. She has given workshops on massage and the handicapped individual. Jan, Katy Herley and Kleah Jacques have authored a booklet titled RELATE which contains relaxation and nuturing activities for the severely multiply impaired. Jan is presently employed by the Wayne County Intermediate School District as a teacher of the severely mentally impaired. Further information regarding this topic is available through SPECIALITY.

REFERENCES

Bernstein, Douglas A. and Borkivec, Thomas D., Progressive Relaxation Training, 1973, Research Press.

Caldwell-Brown, Catherine. The Many Facets of Touch, 1984, Johnson and Johnson Baby Products Company.

Klaus, M.H., and Kennell, John N., Bonding: The Beginning of Parent-Infant Attachment, New York, 1983, C.V. Mosky Company.

Montagu, Ashley, Touching: The Human Significance of the Skin, New York, 1978, Harper and Rowe.

Schneider, Vimala, Infant Massage, New York, 1982, Bantam Books.

TOUCH ME!

(Activities to use with "The Exceptional Touch")

RELAXATION EXERCISES FOR STAFF

"Please Release Me"

Objective: The instructor will reduce muscle tension in his/her body.

All-over stretch: Stand. Shake out your arms and legs. Slowly bend forward, slumping like a rag doll, dangling arms, relaxing. Now slowly raise up, uncurling, and lift arms up, reach for the ceiling and stretch. Lower arms and stand relaxed. Exhale all your products of tiredness... With your left hand on your hip, exhale and bend forward, allowing your right arm to swing back and forth like a pendulum in front of you, fingers just missing the floor. Inhale, straighten your body, swing your arm up and stretch it behind you at shoulder level. Exhale and relax. Repeat for the other side.

Loosening:

(a) Neck rolls: Gently let your head fall forward. Slowly rotate counter-clockwise three times, then clockwise three times.
(b) Shoulder rolls: Rotate the shoulders back to front three times. Now go front to back three times. Shrug hard, then release, again, three times.

ACTIVITIES FOR THE STUDENTS

"Friend on the Floor" Skill area: Affective

Goal(s): (1) The student will develop a sense of body awareness.
(2) The student will develop a primary relationship with caregiver.

Objectives:
(1) The student will exhibit a response to tactile stimulation.
(2) The student will look toward body part named.
(3) The student will look at instructor during an activity.

Gather the materials of a mat, record player, and the record EASY DOES IT by Hap Palmer. You are going to use the song "Friend on the Floor". Place a mat on the floor in the center of the room and ask for a volunteer to be the friend on the floor. A staff member can be the friend's partner who gently moves the body parts as they are named. The friend tries to relax totally and let his body parts be gently moved. When finished, the teacher can state that she is tired and wants to lie down and relax. Ask for a volunteer to be the teacher's partner.

LYRICS: "My friend on the floor can help me
Learn about parts of my body
and I can help my friend relax
by moving each part gently"

When the body part is held, gently pat it or roll it while saying "RELAX".

(activities developed by Janet Graetz)

"Balloon Drifts to the Sky" Skill area: Affective

Goal: The student will develop a sense of body awareness.

Objectives:
(1) The student will look at the named body parts.
(2) The student will relax muscles when provided with needed prompts.

Gather the materials of a mat, record player, and the album EASY DOES IT by Hap Palmer. You will use the song "Smoke Drifts to the Sky". It is also necessary to obtain string and helium filled balloons (although it is possible to conduct the activity without them). Have the students lie on their backs around the room. While lying on their backs, be aware of what their eyes are focusing on. If it is bright lights, dim them. Play the record and identify three body parts: leg, arm and elbow. Attach the helium-filled balloons to these body parts and repeat the song. At the end of the song, release the balloons to the ceiling.

LYRICS: "Let yourself relax, while lying on your back
You don't have to think, just let your body sink".

"Who Wants to Touch?"

Goal(s): (1) The student will participate in a social interaction activity.
(2) The student will enhance self-esteem.

Objective(s):
(1) The student will make a choice between two activities.
(2) The student will respond to tactile stimulation with an approach or avoidance response.
(3) The student will express a basic social interaction skill (ie. eye contact, smile, touch, etc.)

You will use the record FEELIN' FREE by Hap Palmer. On this record, play the song "Who Wants to Be Touched?" Gather the group together and ask them "Who Wants to Be Touched?" and suggest that those students who do not wish to participate sit on the floor or in their chairs. When the song is played, encourage students to move around the room, touching their peers as the song suggests in the first verse:

"Who wants to touch and be touched
In a soft and gentle way?
(repeat)
It's all right, it's all right
To want to be touched in a soft and gentle way"

When the song is finished, talk with the group about what kind of touching feels good. Use pictures of people hugging, shaking hands, an arm around the shoulder and kissing. Discuss the appropriateness of these experiences: Who do we touch, when do we touch, what kind of touching don't we like?

(activities developed by- Janet Graetz)

"Shake Somebody's Hand" Skill area: affective

Goal: The student will participate in a social interaction activity.

Objective(s):

(1) The student will express a basic social interaction behavior (ie. Hand shaking, eye contact, outward reach).
(2) The student will show an awareness of peers (eye contact, pointing at, walking toward, etc.).

Use the record "Every Day" by the Oak Ridge Boys. (I know it's country music, but haven't you ever heard of "southern hospitality"?) This is a good activity to do at the start of the day. Explain how we can appropriately greet our friends each day by shaking hands. Review and practice this behavior. Name, sign, and use picture cards to stress the following vocabulary; (a) day, (b) help, (c) shake hands, (d) brother and (e) sister.

Play the record "Every Day" and tell students when the song says "I want to shake somebody's hand" that they are to find someone to shake hands with. Motown music lovers can do this activity to the song "Reach Out and Touch Somebody's Hand" by Diana Ross.

"Mime Your Own Business!"

Goal: The student will identify emotions.

Objective(s):

(1) The student will identify pictures of happy, sad, angry, funny and sleepy.
(2) The student will identify modeled emotions performed by the instructor by selecting a corresponding picture.
(3) The student will act out the emotions of happy, angry, and sleepy.

Gather the materials of white gloves, white clown make-up, black cloth for a backdrop and pictures of the emotions named in the instructional objectives. The teacher initiates this activity. (S)he enters the room with white facial make-up and white gloves. It is also helpful to wear black clothes...just paint yourself up like a mime! Tell the students that you are going to act out various "feelings" and you want them to guess what these feelings are. If possible, stand in front of a black cloth so that students get a better view of the emotion on your face. Have students identify the emotion picture that matches the feeling you are demonstrating. Talk about waht makes us feel this way. ("James, what makes you happy?") Offer suggestions of some touching experiences that make us feel good.

Later, when students are familiar with the routine, they become the "mime" and can "mime their own business".

(activities developed by Janet Graetz)

"Faces and Feelings" Skill area: Affective

Goal(s): (1) The student will develop a sense of self awareness.
(2) The student will identify emotions.

Objective(s):

(1) The student will attend to reflection in mirror
(2) The student will imitate motor movements performed with hands and feet.
(3) The student will imitate facial expressions.
(4) The student will identify pictures of people that illustrate happy, sad, afraid, and angry.

The materials that are needed for this activity include the Peabody picture cards (or any other set) that show emotions of happy, sad, angry and afraid; a large mirror or a hand mirror, and the Hap Palmer record Getting to Know Myself with the song "What Do People Do?"

Introduce each picture of the four emotions listed above. Use signs and picture cards and say "This girl is happy, she is smiling." Tape picture on one side of the mirror. Students look in the other side and try to copy facial expression of the picture. You may also use your own face. Repeat for the four emotions.

Using pictures, your own expressions, demonstrate how to show your feelings. When you are happy, you laugh and dance! (These ideas are from the above mentioned Hap Palmer song) Have students imitate the the actions of laughing, dancing. Repeat for the other emotions, using the song as a guide. Play the song and have all students sign for the emotion words and imitate the actions along with the music.

Chris Kosal-Smither, Moses Field

All the songs listed in these activities are available through the Professional Resource Center at the Wayne County Intermediate School District. A master cassette tape, titled "TOUCH ME" may be duplicated in the media lab. Interested persons are asked to bring their own cassette, or one may be purchased through the lab for a nominal fee. The lab will NOT reproduce this for you, but will be happy to assist you in the use of the duplicating equipment.

DIVING INTO THE WORLD OF AFFECTIVE EDUCATION: A SPRINGBOARD OF ACTIVITIES

Gary Golbesky

The severely mentally and multiply impaired student may have very different levels of affective awareness depending on the type and degree of their physical and intellectual impairments. Some students may have the ability to verbally identify body parts and have full range of motion, while others will have no comprehension of the word "eyes" and may be severely limited in their sensory and motor modalities. The challenge for instructors is to assess the degree of awareness and responsiveness and develop an appropriate individualized curriculum to develop affective skills and behaviors. Using the three component areas described in "Affective Education: The Hidden Curriculum", instructors will find these programming suggestions helpful.

SELF AND BODY AWARENESS

For the most impaired students, activities will involve sensory stimulation interventions to increased awareness and responsiveness. Applying lotions to various body parts, massage, experimenting with different tastes, smells, textures, colors, are all appropriate. Careful observation not only till tell you if the student is responding to sounds, odors, etc., but help you to identify different thresholds, tolerances and preferences. This information can then be incorporated into other curriculum areas. For example, if a student shows a definite preference for a particular taste, the food can be used to develop visual tracking, determining object performance, improving fine motor skills, and as a reinforcer to strengthen other behaviors.

For students with higher cognitive skills who don't have severe physical impairments, the curriculum activities may emphasize language and communication skills, such as identifying body parts and associating analogous clothing. Developing gross motor and fine motor skills will not only increase body awareness but will also improve self care and vocational skill training. Body awareness and body control are prerequisites for many skills necessary for achieving greater self independence. The higher functioning severely mentally or multiply impaired student will need to learn how to optimize their physical abilities, learn to communicate their physical/bodily needs and to control any maladaptive physical behaviors.

EMOTIONS AND FEELINGS

Every severely mentally and multiply impaired student expresses in their own unique way their emotions and feelings. Facial expressions, vocalizations and body movements all are reflections of emotions or feelings that the teacher/instructor must "read" in order to know what the student is experiencing or feeling. Much like the mothers of infants who learn to differentiate the various cries of their children to signal pain, hunger, fear, etc., instructors learn to "read" their student's emotional reactions to understand their needs. Very few of our students have the ability to verbally or gesturally communicate their needs. This is not only frustrating for them, but equally so for staff who may now know how to comfort a distressed student. A smile, laugh or sigh of relief from the student communicates their positive emotional state and also is reinforcing for staff who's attention and care has made the student feel good. We often take for granted the emotional impact of our behavior, but we have all seen and are constantly reminded of the profound influence that prolonged neglect or abuse has had on some of our students

CHAMBAVA VOC. 12

who have suffered from inadequate care.

Self-concept is a term not often associated with severely mentally and multiply impaired curriculum. Very few of our students have the cognitive ability of reflective thought required for developing a "self-image" as this term is generally used. For our severely mentally and multiply impaired population the term "self-image" assumes a different conotation that is better described as general feeling or state of "well-being" and acceptance. A positive self-image for the severely mentally and multiply impaired student is a product of developing one's independence and mastery of their environment which produces positive feelings and emotions. A positive self-image is relative to a positive physical image that attracts rather than repels social contact. Eliminating or reducing maladaptive behaviors, improving personal hygiene care and appropriate adaptive equipment to increase independence all promote a healthy self-image.

The affective component of a student's curriculum should not be neglected and for many students may be the most important educational focus. Students who have a positive self-image are more highly motivated, less resistent to change and will perform better on their cognitive psychomotor and affective goals. It is often necessary for an instructor to "reach" a student on the affective level before much can be accomplished in the cognitive areas. Affective education promotes positive behaviors while decreasing maladaptive/aggressive behaviors. When developing goals on your next IEP, give careful thought and consideration to your student's unique emotional needs and feelings. Be constantly aware how your behavior affects your students emotionally and remember it is often more important <u>how</u> you relate to your students than <u>what</u> particular activity you choose.

<u>AFFILIATION: EMERGENCE INTO A SOCIAL WORLD</u>

The severely mentally and multiply impaired student's social world is often greatly restricted and limited not only because of their intellectual and physical impairments, but also because of the many barriers society has placed on them. For many students, their only social contacts are their family and affiliations at school. Other than their bus ride to school and an occasional visit to the doctor, many students never leave home and have a chance to develop relationships with other people. It is for this reason the socialization process at school is of much greater significance for the severely mentally and multiply impaired student than perhaps for any other student.

We all have basic human needs for affiliation, nurturing, bonding, and social interaction. Studies and experience has proven that people who have been deprived of these basic needs will suffer; if deprivation is severe enouch or occurs during a "critical" period of development, permanent damage will result. Our centers have students who have suffered deprivation, abuse, and neglect, and for some students they may never overcome their past. There are other more fortunate students who may have endured some abuse or neglect, but have escaped and are now cared for; the growth and progress for these students is often remarkable. It is also rather easy to identify those students whose basic nurturing/affiliation needs have been provided for; these students appear happy, alert, receptive to staff and usually don't exhibit the common maladaptive self-stimulatory, aggressive, or self-abusive behaviors.

When developing an educational program for the severely mentally and multiply impaired student providing for these basic human affiliation needs is extremely important. Unlike many cognitive or psychomotor goals which may require specific

BEST COPY AVAILABLE

instructional techniques or schedules, affective affiliation educational goals can best be achieved through total program structure and informal interventions. How the student is greeted upon arrival at school, where that student sits or is positioned in their classroom, opportunities for movement/interaction in the room and in the building are all potential means to develop positive social interaction. For one severely multiply impaired student, taking the attendance up to the office is his favorite activity, and he will remind his teacher for the slip if she is forgetful or delayed. Modular scheduling allows for a great deal more social interaction, and care should be taken when developing a student's modular schedule to consider not only cognitive functional levels but also social needs. Bringing people into the school such as a band, student, dancers, or even a police helicopter all expand our student's awareness and social contacts. Taking our students into the community also allows for greater social/affiliation development. Teachers who can develop good working relationships with parents and careproviders can have a very positive and significant influence on that students life outside of school.

As instructors we may at times focus too much on the intellectual-cognitive development of our students and not pay enough attention to their social-emotional needs. Each student will have different social-emotional needs which should be addressed in their individualized education plan. However, to effectively develop these basic needs, consideration and intervention must extend beyond the IEP and spread into the home, the community, and be a part of every personal interaction. It was not so long ago that our severely mentally and multiply impaired students were isolated in institutions and denied normal and necessary opportunities for social and emotional growth. Today there have been some changes and our students do have a better chance for satisfying their basic human affiliation needs. Our educational system, although not perfect, provides our students perhaps their best chance to grow and become the best they can be.

Gary Golbesky is a school psychologist at Moses Field Center, a special education facility for the severely impaired within the Wayne County Intermediate School District.

GOOD GRIEF! I'VE CAUGHT CAREGIVERPELIGIA

Wayne J. Ruchgy

Of all the possible human experiences which can confront a person in the course of a lifetime, the experience of dealing with human mental and physical handicaps possesses, perhaps, the greatest amount of potential emotional and psychological pain. The experience of dealing with the true fragility of our human nature, which can be percipitated from an actual encounter with a handicapped person, can bring about an intense emotional reaction.

While the person with the mental and/or physical handicaps is most definitely affected, a more subtle secondary condition often occurs among the persons who provide primary care for the handicapped person. The mind sets, behavior and interaction patterns of these caregivers are often radically affected. Confronted with the specific set of variables surrounding the impaired person and his particular handicaps, the caregiver frequently experiences a marked impairment of his basic adaptability and efficiency in daily living. The caregiver experiences: CAREGIVERPELIGIA, a term coined to describe a secondary psychophysiological (stress induced) condition that evolves as a result of the caregiver's intimate interaction with the handicapped person. CAREGIVERPELIGIA seems to be caused by an inability on the part of the care provider to adjust to the handicap(s) of the person helped.

This condition of CAREGIVERPELIGIA is frequently intensified by both societal and individual attitudes about handicapping conditions. Feelings and attitudes toward the handicapped by nonhandicapped, often formed through fear and lack of understanding, can and does have a negative effect on the perceptions of the handicapped and those who are intimately involved with them. These attitudes frequently modify the behavior of caregivers, causing them to act, react, and interact in ways greatly different from persons not touched by the concept of "handicap". As a result of these experiences and others, primary caregivers frequently experience many appropriate and inappropriate feelings.

Guilt, anger, fear and depression are emotions frequently experienced by individuals intimately involved with impaired persons. Typically joined to these emotions are the human ego-defending reactions of denial and anxiety. These defense mechanisms appear to serve as the first line of psychological defense as the caregiver attempts to process the startling incongruence experienced in the encounter with a handicapped person--the incongruence which results from experiencing "what is" in light of what people think "ought to be."

It would appear, from the data derived through research and personal experience, that primary caregivers become emersed in an emotional reaction process which has been identified as "Grieving". It appears that primary caregivers, when they experience the fragility and vulnerability of human nature expressed in a handicapped person, experience a real sense of LOSS. They suddenly realize that life, and

in particular human nature, doesn't always stick to the "natural rules" which, they thought, governed life and gave them protection and personal security. Suddenly they experience in a real and intense way their own fragility and vulnerability and they are frightened and angry. Indeed the human species instinctively utilizes this process to deal with the intellectual/emotional dissonance which results when the incongruity of the IDEAL and the REAL is experienced.

Parents appear to be catapulted into a state of "Grieving" because of the loss of their hoped-for-child; the child which was to be the living representation of all their dreams.

Other caregivers appear to be thrown into a state of "Grieving" because of their own personal losses which they are reminded of from their encounter with impaired persons. Their "Grief" seems to be stimulated for the following reasons: 1) their extended and intimate contact with impaired persons who become symbolic of "shattered dreams"; 2) their intimate involvement and contact with families experiencing grief reactions; 3) their inability to bring about a truly substantial "cure" of the handicapped person; 4) their own personal feelings of inadequacy when working with handicapped persons; and 5) their own inability to emotionally separate themselves from the handicapped person because of their basic feelings of pity and concern.

Research has discovered that frequently caregivers, other than parents, undertake working with impaired persons because of their own personal experience of having a handicapped person within their family constellation.

Given that parents and other caregivers are plummeted into a state of grieving, it is important to consider the effects that this grieving has upon the handicapped person and his development. That it has an affect on the person is probably incontrovertible. That it can influence the affective development of the impaired person is probably fairly certain.

It is the intent of this present article to briefly explore the influence of the primary caregivers' "GRIEVING" upon the affective development of an impaired person. Since this influence appears to transpire more frequently during the period of childhood, present comments will be directed to the influence of the grieving of significant others in the life of an impaired child.

Current research has established the probability of two hypotheses: 1) that the entire network of family relationships may be correlated with a child's development; and 2) that a child's development may be correlated even with parental relationships outside the family constellation since these possess the capability of influencing the adequacy of parental care for the handicapped child. Indeed if parents perceive that educators or medical personnel consider them to be incapable of adequately dealing with their child's handicaps, they will probably become incapable of dealing appropriately and efficiently with their child's handicaps.

Studies have indicated that wholesome relationships between the parents, the sibling(s) and the handicapped child indeed enhance the personal and social adjustment of the child. The attitudes and reactions of the significant others in the child's environment will determine the child's self-concept. The child's acceptance of himself is greatly hindered when emotional conflicts, anxiety and a sense of helplessness pervades his environment. Therefore, when parents and others in the child's world project feelings of helplessness, guilt, or depression, the child will probably interpret these as indicating his/her personal worth.

During the process of self-concept development, humans tend to transform critical judgments into self-judgments and formulate a faulty impression of themselves. If the child is given an ambiguous picture of his own personal worth by the reactions of the primary adults in his environment, then he will have ambiguous feelings about himself.

It must be noted that although the adults in the impaired child's environment may attempt to "mask" their feelings from the child, their body language and general emotional state communicate their real feelings to the child. Sufficient studies have been done to indicate that such basic feelings as fear, anger, depression and guilt have a definite non-verbal component to them which others unconsciously react to. It is no wonder, therefore, that the interactions the impaired child has with his primary caregivers significantly influence his affective development. If the milieu in which the interation between the handicapped child and his primary caregivers is emotionally charged with negative feelings, then the child learns that interactions with others are negative human experiences. The subtle impressions conveyed to the impaired child about himself can seriously depreciate his feelings of self-worth.

That the impaired child reacts to the impressions he receives from his environment about his personal worth can only be surmised by the reactions which can be frequently documented. The following reactions are frequently noted: 1) acting out behavior which, it is believed, is based on feelings of anger; 2) withdrawal behavior which is based on feelings of inadequacy or worthlessness; and 3) affection-seeking behaviors which are based on feelings of being deprived. These reactions come in response to the child's feelings about himself as a result of his human encounters.

It is only when a person comes to accept his limitations and capacities that his self-regard is likely to be secure and resilient. If a person finds that others accept his limitations and capacities then he can truly come to make an appropriate judgment about his own abilities. It must be noted that appropriate affective development can only take place when it is built upon a secure and resilient self-image.

Indeed the emotional climate generated out of the grief of the primary caregivers of a child is not a "positive child-rearing climate"

wherein the handicapped child can develop to the fullest of his potential and establish a stable self-image. The climate created by the "grieving" of the caregivers is a climate wherein 1) the basic meaning and importance of human life is questioned; 2) personal competence, value, capability and potency are questioned; and 3) personal beliefs about fairness and justice are called into question. It is a climate which can only bring doubt and ambiguity of feelings to the child caught in it. It is a climate which truly jepordizes the child's opportunity to build a strong, resilient self-image.

Given that both parents and professionals react in such patterns, albeit not identical patterns, the environment in which the impaired child lives and develops becomes emotionally charged. It is in this emotionally charged context that the child finds support or inhibition for development. Given this emotional context the child can respond in a number of different ways. Some of the responses may be:

1. Internalize feelings of inadequacy and worthlessness;

2. Learn inappropriate human emotional responses to life situations;

3. Respond to the messages received by being the object of Parent-Professional Conflict by either withdrawing or acting out personal frustration;

4. Develop a very unrealistic attitude about himself and his handicaps; and

5. Fail to learn how to establish affectionate and supportive relationships which will allow him to freely develop to his fullest potential.

This suggests that the type of emotional climate in which the child is reared is important. It must be remembered that the emotional context in which a child is reared is created by the interaction dynamics which transpire between the primary caregivers of the child. Outside of the relationships internal to the family constellation, the most intense relationships the child and family have are with educators and educational agencies. This may be due to the necessary protracted relationships which find their genesis in the guidelines of mandated education. The relationship between the school and the family, since it can have a significant impact upon the development of the child, should be nurtured and carefully developed.

Interestingly enough, we have finally become sensitive to the fact that we should not talk about our handicapped children in front of them since we do not know how much they can comprehend. It would seem that our next task, in order to truly develop respect for them, is to become aware of the fact that they may, even though they are handicapped, be able to tune into the non-verbal communication and emotional climate we create by our interactions. It behooves us, therefore, to work cooperatively with other primary caregivers to promote a loving and accepting atmosphere in which to rear our children so that they can develop. We need to realize and become keenly aware of the fact that our children will learn from us how to deal with anxiety, frustration and loss. Either they will learn from us the meaning of happiness and peace, or they will learn to view life as something filled with despair and scorn.

We must remember that we cannot turn our feelings on and off at will. If our reaction to the handicaps of others is one of denial, guilt, depression or anger, the handicapped child will experience these reactions together with us and his affective development will be impacted.

It is important that we find ways and means to help us deal with our feelings. Support groups, wherein we can give expression to these feelings, can be of a real help to us.

It is likewise important that we do not attempt to "mask" our feelings about the handicapped child. We must find ways to share our feelings with him, even though we may feel that he does not comprehend what we are saying. The process of being open with our feelings, of owning them in front of the child, will bring a bonding on an affective level which is extremely beneficial. Although this process can be exceedingly threatening, it is nevertheless important. Sharing our actual feelings with the child is more beneficial than cloaking them with pseudo-acceptance. The emotional bond resulting from attempts at being open with the child will contribute to the building of a real relationship with him. The result will be the creation of a warm and accepting emotional climate wherein he can grow and develop.

Since the process of being open with our feelings is usually an unsettling and uncomfortable experience, we do well to find supportive others with whom to practice our sharing. A good place to start is with our fellow primary caregivers. If caregivers can support each other in the process of sharing feelings, then they may be able to share their feelings honestly with the children they mutually love and serve.

Wayne Ruchgy, a school psychologist and coordinator of Chapter I projects for the severely impaired, has worked for a number of years with parents of severely developmentally disabled students. After almost a decade of experience working in the field, he is presently engaged in providing an on-going program of Parent Education.

PARENTS ARE PEOPLE TOO!

Susan D. Keeffe

When the teacher, worn out and frustrated after a day of trying too many things that didn't work, sits down for a parent conference, it is all too easy to forget that the individual seated across the table is a person . Parents are people too! Indeed, parents of exceptional children experience the same frustrations and upsets as the teacher--but for 24 hours a day.

Often, these parents are lost, confused, angry, and defiant. Sometimes they are supportive, helpful, and understanding. At the very least they are a complex combination of frustrations, emotions, perplexities, and, often, feelings of guilt.

How many times has a teacher thought, "If only Mr. Adams would do something with Susan at home!" or "I wish I could get Mrs. Jones to come in and see me." And even, "It's the parents' fault that Johnny is the way his is." To counsel parents effectively, it is important to recognize what it is like to be the parent of an exceptional child. My own perspective as the parent of a multiply handicapped child has helped me better fulfill my role as a special education teacher in dealing with parents.

COMING TO TERMS WITH A CHILD'S DISABILITY

The nature and degree of a child's disability may determine when and how parents come to grips with the problem. Children with obvious and severe disabilities that are noticeable at birth present their parents with a shock at the onset. For these parents, the period of initial adjustment comes earlier and may last longer.

For the parents of children with severe disabilities caused by accident or illness, the adjustment is similar to that of losing a loved one. The parent mourns for the child that was, and may have extreme difficulty adapting to the new child, the one that is.

Parents of children with mild disabilities (such as learning disabilities) may be confronted with the problem for the first time when the child begins to fail at school. These parents must simultaneously learn to cope with the school system and manage their own shock and dismay.

While the causes of disability are not the primary focus of the teacher, they may be of vital concern to the parent, often generating unnecessary guilt and hostility within the family as the members blame each other. The teacher may be unaware of the depth of such feelings and how they affect the family's attitude toward school.

Even when the family itself has successfully adjusted to the situation, pressures from outside are continuing reality. Parents and siblings are repeatedly asked, all their lives, why Johnny is handicapped. "What happened?" is asked over and over again, sometimes long after the parent has forgotten the cause or is no longer

concerned about it. Brothers and sisters may be told by classmates, "You're to blame--you and your mother!"

Teachers need to be aware of the constant emotional pressures on families that come from such queries and opinions. When the exceptional child is safely delivered home on the little yellow bus, the neighborhood children may cry, "Here comes the retarded bus!" It isn't just the child who hears those cries--it's the parent, too!

THE EFFECT OF LABELS ON PARENTS

In many cases, the disability may defy precise or immediate diagnosis. In the beginning, the mother may simply sense that something "isn't right" with her baby. Later, symptoms such as slow motor or language development may provide a few clues. These symptoms may prompt a variety of medical and educational specialists to make pronouncements on the severity and nature of the disability.

It is not uncommon for a child to be labeled mentally retarded, developmentally delayed, autistic, communications handicapped, emotionally disturbed, slow learner, and aphasic--all within the span of a few short years. Imagine the reaction of the parents to each of these diagnoses! Most parents do not have the educational expertise to discriminate among them or comprehend their full meaning. Some find each diagnosis simply overwhelming. Others never understand the nature of their child's disability, yet they may understand their child better than anyone else!

TRYING TO DO WHAT'S BEST

As the parent goes from specialist to specialist, each one tells the parent what to do at home. Advice may vary from recommended institutionalization to putting him on a diet guaranteed to cure all his problems. It isn't surprising that after such diverse findings and recommendations, many parents find themselves losing faith in the so-called experts.

Some parents give up at this point. Others decide the answer is to obtain therapy of any kind and in any amount, and soon place their children in a regimen that would exhaust even the "normal" child. These children are chauffeured from therapy to therapy. They go from play therapy to speech therapy to occupational therapy to physical therapy to a recreation program designed for the handicapped, to school, to the eye doctor for special eye exercises, to the private tutor, and on and on.

Imagine the parent's reaction after driving the child all over town, arranging complicated schedules, and perhaps paying exorbitant prices for private therapy, when she is told by the teacher, "You need to do more at home!" The advice, incidentally, may be valid, since there is no substitute for loving parental care. But to the parent who has his child enrolled in every conceivable program, such advice may well be met with dismay, hurt, or disbeief. It points to the need for better communication between the parent and the school.

PARENT ATTITUDES TOWARD SCHOOL

Keeping in mind that parents tend to take their children's failures personally, are dealing with the reaction of other members of the family to the exceptional child, and may be having their own problems accepting the situation, it isn't too surprising that many parents don't show up at school for parent-teacher conferences. They simply cannot stand the additional stress.

Depending upon their individual personalities and personal experiences, parent reactions to the school environment and to the teacher vary considerably. Parents of a child who has just been diagnosed may be experiencing bewilderment and anger, feeling somehow that the school is to blame and has caused this mysterious disability.

After a few years of involvement in a special education program, parental attitudes may change. If the child fails to progress, the parents may become cemented in their belief that the entire problem was created by the school; they may become very hostile, considering schools and teachers to be necessary evils.

Or, they may learn to understand and accept the nature of their child's disability through involvement with the school and special education teachers. They may join a parent group which fosters acceptance and understanding of their child and provides the fellowship so necessary to parents of exceptional children. These parents may become partners in the true sense of the word, working compatibly with teachers to help their children succeed.

At the elementary level, many parents of learning handicapped children are just beginning to focus on the problem, are learning to cope with it, and are in various stages of acceptance. Parents of children at the secondary level have usually dealt with the problem for a greater length of time. They may still be in the process of adapting and adjusting as their children grow and change, but their strong feelings have been replaced. Sometimes their initial reactions have been replaced by a healthy attitude of acceptance, but others may have given up and lost all interest in the child; some may even be bitter and resentful. It is important for the special education teacher to determine where the parent is emotionally in order to help the child and facilitate communication.

WHAT THE TEACHER CAN DO

Wherever the parent is emotionally, the teacher must remember that the exceptional child is the parent's responsibility for his entire life. For a few hours each day, the parent is relieved of that pressure while the child is at school.

For the parent, those few hours constitute respite from a situation that is often emotionally charged and burdensome. Just knowing that for a few hours the child is in capable hands, in a controlled environment with people willing to help, can make the difference between being able to cope and completely falling apart. From this point of view, the teacher plays a vital part in the parent's ability to handle the situation.

The special education teacher may be able to offer appropriate suggestions to help the parent structure the home environment in positive ways. Another way of helping may be to put the parent in touch with other parents or organizations that can help. Parent support groups can create lifeling friendships that ease the burden and help dispel the feelings of isolatioon so commonly experienced by parents of exceptional children. Referring the parent to articles, magazines, and books offering suggestions, advice, and stories about exceptional children can also be beneficial.

When offering advice or information, it is important to keep in mind that there exists the possibility that one is dealing with a "burned-out" parent. Sympathy, empathy, and understanding will go a long way. Most parents are, in fact, doing the best they can. Parents, like teachers, really are people too!

Susan D. Keeffe is the parent of a 13-year-old multiply handicapped son and gifted 12-year-old daughter. She teaches a special day class for primary-level learning handicapped children in an inner-city environment.

Help us find disabled children whose "Yes I Can" attitudes have resulted in triumphs, large or small.
Michael Learned Honorary Chairwoman
Foundation for Exceptional Children
If you'd like an exceptional child to have a Certificate of Accomplishment, write:
"YES I CAN!"
Foundation for Exceptional Children
1920 Association Dr., Reston VA 22091

WINTER WARM-UP

THEME TEACHING IS TEAM TEACHING!

Severely impaired individuals often have instructional objectives that will be taught for a long period of time. One of the greatest contributors to "I.O. Burn-out" is the constant repetition of the same activity. How many of us have threatened "source of sound suicide" when asked once again to ring a bell by a student's head to see if he turns toward the source of the sound. On the other hand, it is extremely challenging to educators to come up with teaching activities and offer a wide variety within our lesson plans.

Thematic teaching units are a way of organizing activities into a lesson plan format. "Themes" or "units" are usually selected because they correspond to events that occur in the mainstream of everyday life. Once a theme has been selected, brainstorming takes place on how that theme can be used to establish instructional objectives. If the theme is to occur over an extended period of time, teachers may select an objective just to teach that concept.

One of the greatest misuses of teaching units with the severely impaired population is that the unit activities do not correspond with any of the student's instructional objectives. Valuable teaching time can be be spent doing a lesson activity that has little relevance to the student's educational program. When planning this teaching unit, great care has been taken to suggest activities that can be taught within the content areas of most curriculums: creative arts, language arts, physical education, health education, home living and vocational education. Objectives from the Ingham County Project PERFORM are listed at the beginning of each content area. The activities described in the content areas have a number that follows which indicates which objective can be taught using that activity. There has been an attempt to match activities to chronological age by including special sections titled "Kids Korner" (ages 0-9), "Teen Scene" (ages 10-17) and "Adult Avenues" (for 18 years and older). Activities in the section "One for All" are appropriate for any age.

Teaming a unit approach, a multidisciplinary staff and the student's instructional objectives provides a creative outlet to planning lessons for the severely impaired population. The following resources may be helpful to teachers when teaching this thematic unit:

MOVIES (available through the Wayne-Oakland Federated Library)

Animals in Winter 1-265
Children in Winter 1-916
Winter on the Farm 1C-86
Snow Girl 1C-1694
Snowy Day 1C-1198
Snow 1C-2151
Winter Camping 2-475
Winter Potpourri 3C-481
Winter in Canada 3C-1152
Birds in Winter 1C-1075
Winter on an Indian Reservation 1C-1707

BOOKS

Adelson: All Ready for Winter
Buckley: Josie and the Snow
Brown: The Dead Bird
The Winter Noisy Book
Birmingham: Seasons
Graham: Let's Discover Winter Woods
Hoff: When Will it Snow?
Keats: The Snowy Day
Kessler: Slush, Slush
Lenski: I Like Winter
McKie: Snow
Shaw: It looked Like Spilt Milk
Schick: A City in Winter
Weygant: It's Winter
Wilkie: The Winter Picnic

BEST COPY AVAILABLE

Curriculum Area: Language Arts

What students can learn using this theme . . .

The student will:

1. visually track an object (Ingham County #211.020).
2. visually seek previously seen objects (Ingham County #212.010).
3. hold object in hand and take another.
4. imitate motor patterns (Ingham County #211.040).
5. look at picture in a book (Ingham County #441.010).
6. attend to peers at a preinteractive level (Ingham County #813.011).
7. attend to environmental objects (Ingham County #211.030).
8. respond to instructional commands (Ingham County #301.020).
9. listen to songs, poems and stories (Ingham County #302.010).
10. identify winter clothing (picture or object)(Ingham County #303.020).
11. identify outdoor objects (picture or actual object) (Ingham County #303.070).
12. recognize action words/verbs (Ingham County #303.080).
13. name winter clothing item (Ingham County #313.020).
14. make a noun sign (Ingham County #321.010).
15. make a verb sign (Ingham County #321.020).
16. use one sign to express observations (Ingham County #321.050).
17. select an object when named (Ingham County #322.010).
18. select an object when named by function (Ingham County #322.030).
19. select pictures of objects (Ingham County #322.040).
20. select pictures of named actions and functions (Ingham County #322.050).
21. select picture on a picture board (Ingham County #322.060).
22. match identical objects (Ingham County #401.010).
23. sort objects by matching to pictures (Ingham County #401.040).
24. name and describe seasons (Ingham County #431.020).
25. interacts with peers (Ingham County #813.020, #813.030).
26. show attachment to staff persons (Ingham County #812.010, #812.020, #812.030, #812.060).
27. Demonstrate the function of objects.

BEST COPY AVAILABLE

LANGUAGE ARTS: One for All!

Find pictures of winter clothing in magazines or catalogues. Use these pictures in the following activities:

(A) Make a teacher-made book titled "How to Dress for Winter". Paste one picture on each page. The students can look at, point to and/or name the picture on each page (5, 8, 10, 13, 14). You can use an empty photo album, looseleaf binder or Cerlox bind your book pages.

(B) Make a set of picture cards. Find clothing articles that match the pictures (i.e., hat, scarf, mittens, boots, coat). Play the game "Can You Find It?" Have the student match the object to the picture that you select (1, 7, 8, 10, 13, 14).

Mary-Dean Barringer, WCISD
C. Liesman, Development Centers, Inc.

"(student's name) in Boots"

Bring in a pair of boots and a picture of boots. Stress the vocabulary "boots" and "wear". Pass around the boots for everyone to feel. Talk about the texture. You can do the following activities:

-Match object to object, and object to picture (12, 23).
-See if students can demonstrate the function of boots (14, 15, 16, 20, 27).
-Work on tracking skills (1).
-Work on attending skills (3, 7).
-Have each student try on boots. Focus your attention on a particular student by stating "_____" is wearing boots" (16, 6).

End the activity with the following poem: (4, 9)

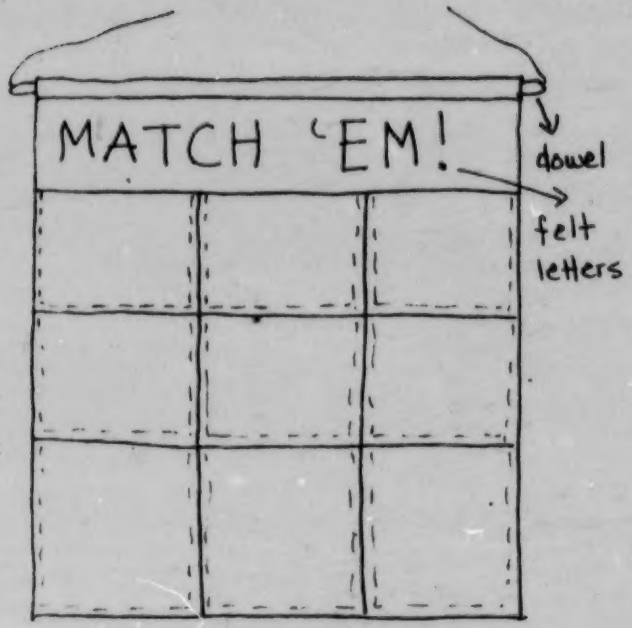
BOOTS

Boots never seem to fit (Hands on hips, shake head)
They're either too big (sign the word big)
and slipping and sloppy
Or else too little (sign and word little)
and sticky and stucky . . .
Can't get them off (pretend to tug boot off)
When I stand on one leg (stand on one leg or point to one leg)
Or when I sit down (sit down or point to chair)
Boots just never seem to fit (hands on hips, shake head).

This activity may be adapted to any article of winter clothing.

Mary-Dean Barringer, WCISD

Suspend a mobile of snowflakes or winter items. You can make a mobile by purchasing plastic snowflakes after Christmas time or cutting out your own flakes. You can also use winter cut-outs or small Christmas ornaments that represent winter objects (1, 7).



The nine pocket chart has a yellow felt background and clear plastic pouches

THE MATCH GAME: Place objects in the clear pockets of the game chart. The number of objects that will be presented will vary according to the individual student's performance objective. Students working on matching goals can match assorted winter related objects (i.e., mittens, winter clothing, miniature toys associated with winter such as sleds, shovels). You can also work on attending skills and expressive language goals.

Act like a game show host. Hold up an object (1, 7). Ask the group "What is this?" (13, 14). "What do you do with it?" (15). "Who can find another _____?" (point to the chart). Hand the student the object and say "Okay, Jeff, come on down!" (8). When the student is at the chart, ask "Show me/point to the same". (8, 22). This game may also be used with objects and pictures (23).

Mary-Dean Barringer, WCISD
C. Kosal-Smither, Moses Field

"WHAT SHOULD I USE?" (A problem-solving story)

Gather a variety of winter objects such as a stocking cap, football, mittens, scarf, boots, "Snowball" (a styrofoam ball) and place them in a laundry basket or similar container.

(1) Have the student reach in the basket and pull out an item. Introduce the name/sign; ask the student to demonstrate how to use the object. Sign a phrase that includes the object name and its function (hat, wear, head). Reinforce the students for attending to the student and the instructor introducing the objects.

(2) Place the objects on a table. Tell the students they will help you make up a story about winter. Say and sign the story - "It's cold outside, I want to go out and play. First I need to put clothes on to keep me warm. I want to keep my head warm, what should I use?" The student helper can come up and select object on the table. The instructor then puts that into the story. Continue the story using your imagination. Be animated - "Outside I saw my friend (student's name). We wanted to play. What should we use?"

(3) At the end of the story, have a student select an object from the table and return it to the basket. Say "The story is finished. I need to put my things away". "Char, can you put the _____ in the _____?"

NOTE: This type of story can be used with any teaching theme unit. Just select objects that correspond to the theme. (1, 6, 7, 8, 9, 13, 14, 15, 18, 27).

Chris Kosal-Smither, M. Field

THE BIG SNOW (An object permanency story)

You may use the winter objects that have been used in previous activities. You will also need shredded white paper (computer paper is fine) or styrofoam packing pieces for the "snow".

Start off the story by saying this is a tale about winter. Introduce the objects by naming them and passing them around the group (1, 3, 7, 25). Stress how the items are associated with winter.

Collect the items and put one on the table. Tell the story of the big blizzard that came and burried your object. Drop the "snow" over the object on the table while talking (1). The amount of "hiding" of the object will depend upon the student's individual performance objective on object permanency. Call the student's name and have him come up and "dig" the buried object out of the snow (2, 8, 9).

Mary-Dean Barringer, WCISD

THE PRESENT (An object identification game)

Bring in an assortment of decorated boxes that have removable lids. (Shoe boxes are ideal.) Place a winter object in each box. Let each student take a turn selecting a "present", opening it up and showing/telling the other students what they got (7, 8, 13, 14, 25, 27). You may put two items in one box for students working on objective #3.

Mary-Dean Barringer, WCISD

LANGUAGE ARTS: Kid's Korner

WINTER PLAY

Collect the following materials: jingle bells, a "sled" made by opening up a large cardboard box and attaching a rope (a student will sit/lay on it while being pulled), pictures of a sled, snowman, skiis, football, skates and other winter sports. You may want to include sleighing music such as "Winter Wonderland" and scarves, hats and mittens.

Begin the activity by introducing the things we "play" with in winter. Students can identify pictures or real objects (1, 10, 11, 13, 14, 15, 19).

The activity will focus on the "sled". The instructors can emphasize the signs for ride, go fast, go slow, pull sled, etc. Each student will get a turn riding on the sled. Encourage the students to point, sign or use a picture board to indicate desire for a ride (16, 21). The student can dress up in a hat, scarf and mittens; working on naming them and demonstrating their function (13, 14, 27). The student will then "ride" on the sled. Ask him to "wave" to his friends and reinforce the other students who are watching the "rider" (6). If possible, you might have one student pull another (23).

The students waiting for their turn can shake the bells, listen to the sleigh music and work on labeling the actions (pull, ride) until it is their turn (9, 15, 27).

Cindy Ferguson, Moses Field
Chris Kosal-Smither, M. Field

GATHER SNOW (fingerplay)

Gather snow and make a ball (hands in ball formation/sign for "ball")
Make a snowman round and tall (indicate with hands)
Coal for buttons (pretend to place buttons)
Coal for eyes (point to eyes)
There he stands and looks so wise (student stands up)

This finger play can be used to work on objectives 4, 8 and 9.

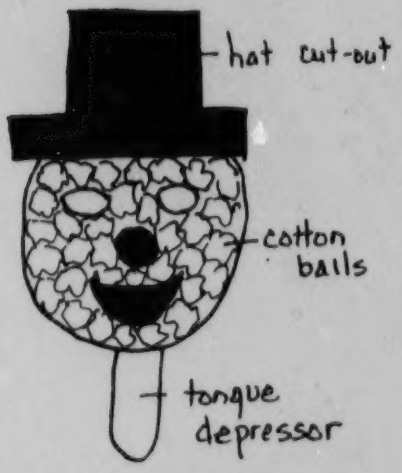
from Finger Frolics

"WHERE IS SNOWMAN"

This is a combination creative arts and language activity. Introduce the concept of "snowman". You may bring in a picture or replica of one (7, 14, 17). Bring in real snow for the students to touch (8). Identify the facial body parts on the snowman and his hat.

The group will now make a snowman mask. Use the following materials: paper plates, cotton balls, precut nose and mouth (black construction paper), tongue depressors, glue and precut "hats".

Make the snowman mask. Precut eyeholes in the paper plates. Guide the student to put the nose and mouth on the plate. Allow as much freedom as possible in putting cotton balls on the plate. Finally staple or glue hat on the paper plate and TAPE tongue depressor on the back of the plate. The student now has a mask that (s)he can hold in front of his face.



Using the poem written below, have the students place mask in front of face as indicated. For extra fun, let the students see themselves in a mirror (4, 9).

"Where is snowman, where is snowman"
Here I am (hold mask in front of face, point to self)
Here I am (repeat)
I am snowman, I am snowman,
Here I am, Here I am (point to self).

(Sung to Are You Sleeping)

This activity may be performed by the students for a pre-primary room (25). The lesson also stresses fine motor skills, sensory stimulation and grasp and release objectives (refer to CREATIVE ARTS).

adapted from A Planning Guide to the Preschool Curriculum, C. Ferguson and C. Kosal-Smither, Moses Field

FLANNELBOARD FUN

Use the flannelboard and cutouts to tell a story about the first snowfall. Tell about the snow coming down (use paper snowflakes), covering the ground (use cotton) and children playing in the snow (use kid pictures, snowballs and snowmen). You can tell a variation of this story to stress sequencing skills. The sequence follows this order: the snow falls, covers the ground, the children build a snowman, sun shines on the snowman, the snowman melts and snow is gone (1, 9).

Mary-Dean Barringer, WCISD

"THE SNOWY DAY"

Bring in the book "The Snowy Day" by Ezra Jack Keats. Tell the group you will read them a story about how a boy had fun in the snow. Adapt the length of the story to fit the attention span of the group (5, 9). While you are reading, ask students to point out objects in the picture (19). After you have read the story, review what Peter did in the snow. Use real photographs as cues (20). Ask some students to imitate the actions discussed (4).

adapted from Beginning with Books
Mary-Dean Barringer, WCISD

LANGUAGE ARTS: Teen Scene

THE SNOW BALL CLUTCH

This activity is primarily a peer interaction and peer awareness game, although many objectives in sensory stimulation and physical education can also be worked on. The game is very similiar to "hot potato" except use a snowball! Be crazy with the snow. If the ball should melt or get crushed--so much the better! Help the student make another snowball and continue the game. Listen to the music selections (i.e., Jungle Bells, Winter Wonderland) and when the music stops, the student holding the ball gets a reward. Let him throw his snowball at the staff of his choosing, a peer or a target. Constantly encourage the student to look at the student passing him the snowball. Encourage eye contact and other pre-interactive skills with the snowball "target" during the throw (1, 3, 4, 6, 8, 25, 26).

Ann Heler, Ashcroft

WHO HAS A PICTURE JUST LIKE MINE? (A picture matching game)

The instructional staff needs to prepare the teaching materials used with this activity. Using identical catalogues or magazines, cut out two identical pictures of winter clothing (mittens, jackets, sweaters, scarves, gloves, coats, boots, hats) and winter objects (sled, skiis, shovel, skates, snowmobile, snowblower, etc.). Paste the pictures on oaktag paper or heavy construction paper. Cover with contact paper or laminate. Staple pictures to tongue depressors.

Begin the activity by placing both sets of pictures on the table. The instructor will hold up one picture at a time for students to tract, attend to, and imitate the sign/word/picture symbol (1, 7, 14, 21). After all the pictures have been named, the instructor will pass a picture from the second set to the students. The instructor will hold up a picture and chant:

"Who has a picture just like mine?
Stand up, show it and you'll do just fine!"

The student holding the picture stands up and shows it to his peers. Everyone names the object (6, 8, 13, 14, 19).

Adapted from Speak for Yourself
by Wrasman and Hoag
Mary-Dean Barringer, WCISD

BRRR . . . BINGO

The teacher needs to make the following Bingo cards:

Card 1: coat, shovel, boots, sled
Card 2: jacket, mittens, skiis, snowblower
Card 3 sweater, gloves, stocking cap, skates
Card 4: snowsuit, earmuffs, snowmobile, boots
Card 5: scarf, toboggan, mittens, coat
Card 6: boots, hat, jacket, sled
Card 7: shovel, snowsuit, skiis, mittens
Card 8: scarf, skates, coat, gloves
Card 9: snowblower, boots, earmuffs, sweater

Two sets of each card are needed, as well as one set of every picture used on the cards.

Bingo may be played any of the following ways:

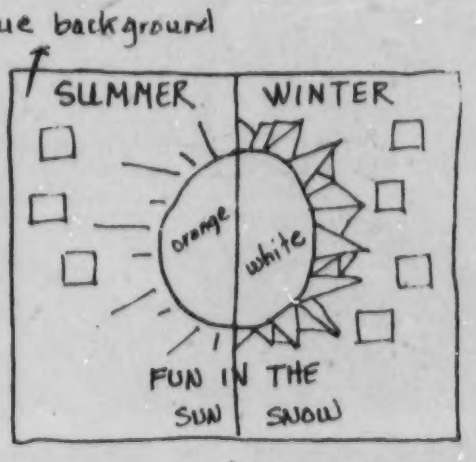
(1) The teacher will hold up an object and the student will select the appropriate picture (obviously, miniatures will be used for such objects as a snowmobile, tobaggon, skiis, etc.). (21, 23).
(2) The teacher holds up an identical picture to the ones found on the cards (matching picture to picture) (10, 11).
(3) The teacher signs/says the name of the object and the students find it (19).
(4) The teacher describes the object by function and the students find it on their cards (20).

All versions of Brrr Bingo should stress the student naming the item (s)he finds on the card (13, 14).

Adapted from Speak for Yourself by
Wrasman and Hoag
Mary-Dean Barringer, WCISD

FUN IN THE SUN/IN THE SNOW

Make a bulletin board in the classroom similiar to the one pictured. Cut out pictures of winter and summer scenes. (Try to choose adults in the activities). Go through both sets of pictures describing the action that takes place in each one (15). Associate the appropriate season when describing the pictures (24). When all pictures have been identified, have each student select one picture. Let him come to the bulletin board and describe the picture and indicate the season it belongs with (15, 24).



Mary-Dean Barringer, WCISD

"WHAT DO PEOPLE DO?"

Use the book, White Snow, Bright Snow, by Alvin Tresselt (this was a Caldecott winner!). Before reading the story, show pictures of things people do on a snowy day. Talk about the action in the picture and have students imitate the verb sign (15). If appropriate, have students name/point to a picture of something they like to do when it snows. (This is a good activity to try after a "snow day").

Read the story ... remembering the adapt it to the attention span of the class (5, 9). You may want to coordinate this activity with the "Incredible Edible Snowman" in the HOME LIVING section.

LANGUAGE ARTS: Adult Avenues

VAIL OR BUST!

Begin the activity by posting ski posters and pictures around the classroom. Talk about skiing and winter. Bring in a pair of skiis for students to touch. The focus of the group language activity will be to "pack" a suitcase for a ski trip. Collect appropriate clothing (ski hat, gloves, parka, sweater, socks, long underwear, sungoggles, etc.), and place them in a suitcase. Bring the suitcase to the group and take out an item, one at a time. Identify the names and functions. Once all the items are out, tell the group you want to pack a suitcase for your ski trip. "Packing" may be done in several ways:

(1) a student will find the object the instructor names (17).

(2) a student will find the object when described by the function (18).

(3) the instructor will hold up the object (s)he is packing and the student will name/sign the object (13, 14).

(4) the instructor will hold a picture of the object the student must find (23).

This activity can also be used to work on visual tracking of clothing items being packed (1), object permanency (the student must get a named object out of the suitcase; 2); attending (6, 7), demonstrating the function of an object (27), and folding skills.

Mary-Dean Barringer, WCISD

LANGUAGE ARTS: Adult Avenues

THE INFREQUENT VISITOR: The Bag Lady

This activity clearly highlights the concept of entertainment in the name of education, especially when performed by Chris Kosal-Smither of Moses Field Center. The instructor will dress up as a "bag lady" (use the winter clothing articles such as hats, scarves, big sweaters, mittens and boots). She must also carry two bags filled with a variety of winter objects. The bag lady visits the classroom describing her collection of junk. She explains she is not sure what she has collected, and would like to show her stuff to the group. The bag lady can work on the following student objectives:

(1) pull an object out of the bag for the student to track (1), attend to (7) and name (14).

(2) offer object to student and encourage him to find another (3).

(3) pull an object out, return it to the bag and ask the student to find it (2, 8).

(4) ask the student to find a specific object in the ba_ (17, 18).

(5) ask students to identify the articles of clothing that she is wearing (10, 13, 14).

Mary-Dean Barringer, WCISD
C. Kosal-Smither, Moses Field

"YOU OUTTA BE IN PICTURES . . ."

Take slides of the students doing the following: wearing a hat, wearing a scarf, wearing boots, wearing a jacket, wearing a coat, wearing a sweater wearing mittens/gloves, holding a shovel, holding a snowball, holding skiis, holding skates, holding a football, holding salt to put on the ice. Use all the winter objects and clothing articles you have collected, but focus on one object only in the slide.

After the slides have been developed, have a movie show. Serve popcorn and hot chocolate. Have the group identify the person in the slide and the object (s)he has. Ask what the object is used for. Prompt as necessary. You may also have the objects on display so the student can select the object given a visual cue (6, 7, 8, 10, 11, 13, 14, 17).

Mary-Dean Barringer, WCISD

Curriculum Area: Health Education

What students can learn using this theme . . .

The student will:

1. cooperate with dressing and undressing (Ingham County #511.010).
2. remove clothing items (outdoor garments) (Ingham County #511.020).
3. put on clothing items (outdoor garments) (Ingham County #511.030).
4. use a kleenex or handkerchief (Ingham County #514.030).
5. identify objects associated with a common cold (i.e., orange juice, kleenex, bed, blanket, etc.).

HEALTH EDUCATION: One for All!

I GET A BOOT OUT OF YOU!

Start with oversized boots and/or boots that open up wide. You might also have the student put plastic bags over his/her feet or shoes (depending on the type of boot) as a first step so that the boots will slide on more easily. You might also attach loops of fabric to each side of the top of each boot for the student to hold and pull on the boots. Put your boots on and/or have other students put their boots on to provide models for the student.

Position yourself close behind the student to provide manipulation. Gradually reduce your guidance. Increase the distance between you and the student and remove any adaptations. Once you get those boots on, go out for a walk in the snow. Be sure to provide some boots for dress-up play too!

Katy says: Remember always to describe each step of the activity. Discuss what is being done--talk, sign, use pictures, blissymbolics, and listening. "Listen" for words, gestures or personal signals that the student makes to communicate with you. Name those clothing articles and body parts. Stress the action (e.g., "Pull"), descriptors (e.g., "big", "soft"), and prepositions (e.g., "put it in"). Have the student identify items. Be sure to allow time for the student to respond to you as best (s)he can. Make any adaptations necessary for the student to participate to the fullest extent (1, 2, 3).

Katy Herley, Moses Field

NOSE WIPE A GO-GO

The following are teaching suggestions to assist the student in developing independence in nose wiping: (4)

1. Call the student's attention to the nose when it needs blowing or wiping. Do this verbally, nonverbally, or have the student view his/her appearance in the mirror before wiping or blowing the nose.
2. Discuss the nose. Say it is used for smelling, and tell the student to smell flowers, spices, foods, perfume, etc. Stress if the nose is not kept clean, it cannot smell well and looks bad to others.
3. Practice the "tissue pull".
4. Demonstrate in front of a mirror how to wipe and blow your nose. Tell the student to imitate your actions and to practice.
5. Place a happy face on the "GOOD GROOMING" chart when the student wipes or blows nose frequently.

Adapted from: LIFESPACES/Bender and Valletutti

"SPRING" TRAINING??

Sit or stand across from the student. Hand the student the baseball mitt and ask him to put on the mitt. After the student puts on the mitt, play with the mitt and ball for a few seconds. Give assistance as needed. Reinforce every good response, using a variety of things the student likes: praise, tickling, clapping, a song, stars, stickers, etc.

After the student can put on the mitt easily, switch to a large mitten, and finally to the student's mitten. Have the student practice putting the mitten on both the right and left hand. Have the student play baseball by throwing snowballs while wearing mittens (1, 2, 3).

School and Home Enrichment Program by Hawkins, et. al.

TISSUE PULL

This activity is designed to help the student learn to pull tissues from the box and to help learn how to grasp soft materials. If you are using a new tissue box, pull out the first three or four tissues yourself, since these are likely to tear when being pulled from a tightly packed box.

Place a pop-up tissue box between you and the student. Say "_____, get a tissue", as you demonstrate pulling out a tissue. Have the student do the same several times. To avoid wasting tissues, have the student put them in a box or a pile. Give assistance when needed, and remember to reinforce every good response.

Name and have the student identify tissues or handkerchiefs, nose, etc. Use a box of tissues from which each tissue does not pop up. Have your student touch nose with tissue to learn another skill important to blowing or wiping nose (4, 5).

School and Home Enrichment Program by Hawkins, et. al.

YOU'LL GET YOUR NOSE CREAMED!

Place a small amount of shaving cream on student's upper lip, directly under nose (this will feel like a runny nose). Say "_____, wipe your nose" as you wipe off the shaving cream. Reapply cream and repeat this several times. Give assistance as needed (besides guiding the student's hand, you may need to hold the student's head so (s)he can't avoid the nose wipe) (4).

School and Home Enrichment Program by Hawkins, et. al.

HEALTH EDUCATION: Kid's Korner

LET'S GET DRESSED (A flannel board game)

Use the flannelboard and cutout shapes from the HOME LIVING section. This is a good activity to do right before dressing to go home. Tell the following story: "It's time for everyone to go home to play outside in the snow. Everyone is so excited because it snowed during the night. Some of us are planning to build a snowman, some kids are going to make angels in the snow, and others are going to roll down the hill in the park and some of us are going to look for animal tracks and footprints. But before any of us can go outside, we have to put on all of our snow clothes. Let's practice by getting this girl dressed".

Put the felt girl and the snow clothes on the flannelboard. Dress the girl for snow play. Have the students identify the clothes as you name them. "The girl needs a sweater; who can find one?" As you dress the girl, talk about the order in which the snow clothes go on and stress clothing names. At the end of the story, tell the students it's their turn to get dressed like the girl did in the story. Have them put on their outdoor clothes in the same order.

Adapted from Felt Board Fun by Williams

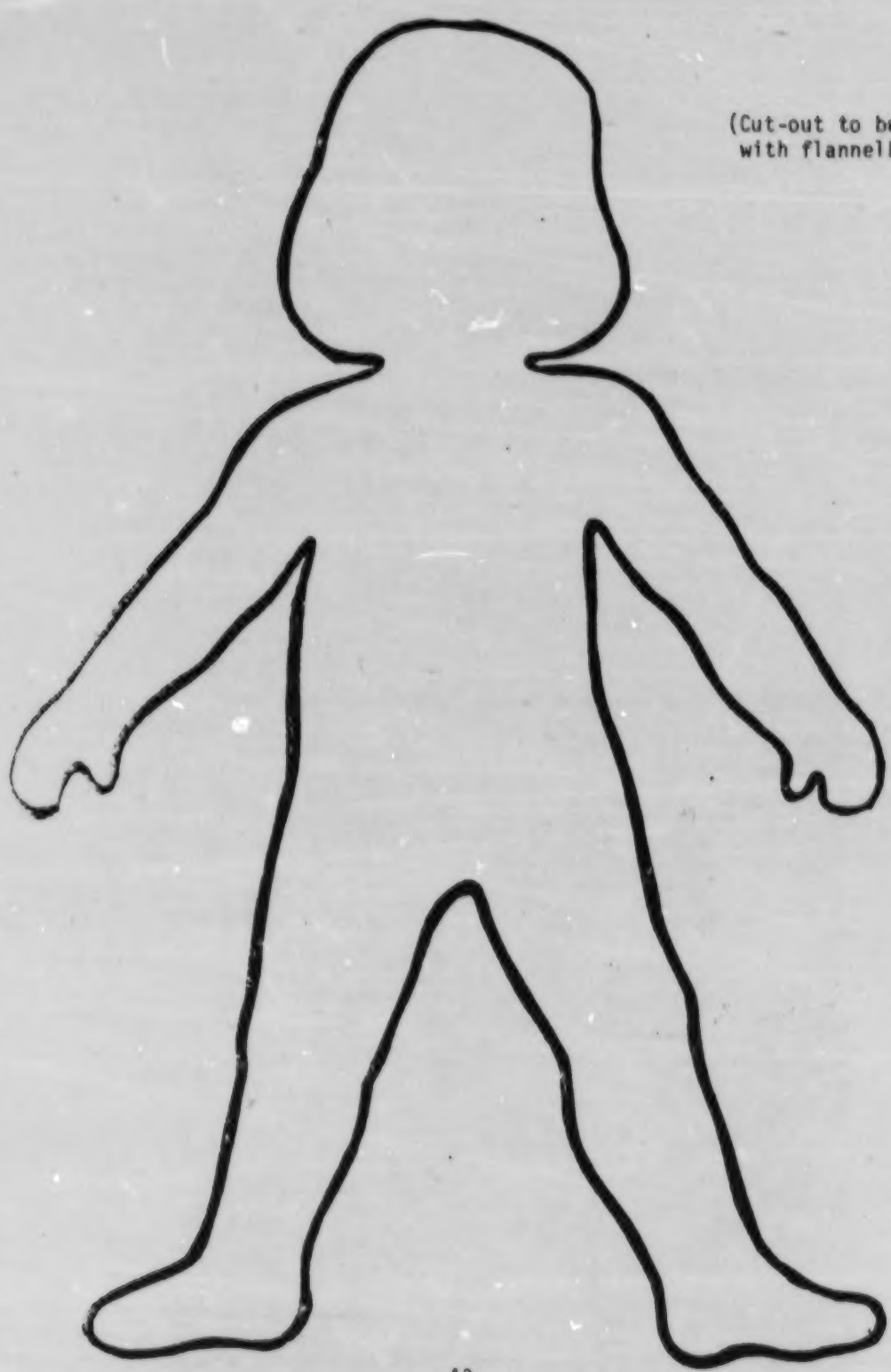
SOCK PUPPET

This activity is designed to encourage imagination and language while working on dressing skills. You will need old socks, scraps of cloth, a needle and thread and a felt-tip marker. Make the puppet by putting your hand into the sock and push in the toe part of the sock to make a mouth. Sew in place. Have the student decide where to put eyes, ears, nose and hair with the marker or you can sew on the fabric scraps.

Let the child play with the puppet on their hand. It is the same skill needed to put on a mitten. (S)he will enjoy it if you talk to the puppet. With a small group of students, have the puppets mingle and communicate with one another. A simple puppet show could be performed. Become theatrical!

Adapted from Early Learning Fun,
Katy Herley, Moses Field

(Cut-out to be used with flannelboard)



MITTEN DAY!

Proclaim a day "Mitten Day". Start out with a Mitten Show and Tell. Each student shows his pair of mittens to the group and demonstrates how to put them on his hands (1, 2, 3). Put all the mittens in a large group. See if the students can match pairs, find their own, sort according to color, etc. Have a mitten relay. Put the students in two rows. Get two large mitten pairs (a pair large enough that will fit everyone in the relay). The first student must put on and take off the mittens and pass to the next person (1, 2, 3). Coordinate the Mitten Day celebration with CREATIVE ARTS and LANGUAGE ARTS. In Creative Arts, have the students cut and color a pair of mittens to match their own. Attach with yarn and display on the Health Education bulletin board. During Language Arts, have instructors read the book, "The Mystery of the Red Mittens".

It is easy to see that this concept can be adapted to "Boot Day", "Hat Day", and "Scarf Day".

From Early Childhood Teachers Activities Handbook, by Carolyn, et. al.

HEALTH EDUCATION: TEEN SCENE

BUTTON UP YOUR OVERCOAT!

Get a copy of this old standard song. Choose a student to "dress" while the song is being played. The group can watch and clap to the song while the instructor is dressing the student (1). After the student is dressed, switch the music to "The Stripper" and let him remove the winter clothes (2).

Mary-Dean Barringer, WCISD

MATCH 'EM!

Use the pocket chart that was described in the LANGUAGE ARTS Section. You will do the activity the same way it is set up in that Section, but you will use the objects that are associated with a common cold: a can of orange juice, kleenex, aspirin bottle, can of chicken noodle soup, miniatures of a sweater and a blanket. Have students find the object in the chart when you hold up a picture or identical object (5).

Mary-Dean Barringer, WCISD

HEALTH EDUCATION: ADULT AVENUES

WHAT DO I NEED?

Have an instructor come to the group and act out the role of a person with a terrible cold. Put red rouge around the nose and vaseline under it to give the appearance of a very sore and runny nose. Have the person talk through her nose, act out the shivers and generally describe how lousy she feels. She will tell the group that she needs some help . . . she needs some items that will make her feel better.

A group of objects should be assembled on the table. These will include all the objects described in "MATCH 'EM!". The instructor can play this game in the following ways (5):

1. Name an object for the students to find among the group.
2. Describe the object by function for the students to find.
3. Show a picture of the objects and have the students find it.

Mary-Dean Barringer, WCISD

Curriculum Area: Physical Education

What students can learn using this theme . . .

The student will:

1. interact with peers (Ingham County #813.020, #813.030).
2. imitate a specific gross motor movement (Ingham County #211.040).
3. demonstrate the function of objects (i.e., bells, ball, scarf, etc.).
4. imitate nonlocomotor and/or locomotor movements of the instructor (see CREATIVE ARTS #13).
5. catch a ball (Ingham County #123.010 and #172.060/I CAN).
6. throw a ball overhand with one hand (Ingham County #123.020 and #172.030/I CAN).
7. demonstrate dynamic balance (Ingham County #174.070/I CAN).
8. demonstrate preliminary cross-country skiing skills (Ingham County #183.070).
9. participate in outdoor snowsculpting.
10. demonstrate a run (Ingham County #121.010 and #171.010/I CAN).
11. kick a ball (Ingham County #124.010 and #172.040/I CAN).

PHYSICAL EDUCATION: One for ALL!

SNOW BASKETBALL

The materials needed for this game include a laundry basket, a nerf ball or a styrofoam ball. Preferably all of the materials would be in the color white. The game proceeds as follows:

1. Have all the students seated in chairs formed in a semi-circle.
2. Tell the students they are going to play basketball. Label with a word/sign "basket and ball".
3. Demonstrate holding the ball and throwing it (letting go action). Students can also use this activity to work on grasp and release.
4. Pass the ball to each student. Have them hold the ball and throw it (2, 3).
5. Put the laundry basket in the center of the semi-circle. Show how to throw the ball in the basket to score "two" points. Have a staff person hold the basket while you throw it (6).
6. Have the students throw the ball in the basket. If they have no concept of aiming, you can hold the basket and "catch" the ball when they throw. This is a "Can't Miss" game. Divide the group into teams and keep score (6).

Extra students can act as "cheerleaders" - clapping, waving arms and holding and waving a pompom (2, 3).

Mary-Dean Barringer, WCISD
C. Liesman, Development Center, Inc.

JINGLE BELL TUG OF WAR

You will need a set of wrist bells and white crepe paper to do this activity. The game is played as follows:

1. Have the students seated in chairs formed in a semi-circle. Set up two chairs facing each other about four feet apart.
2. Tell the group they are going to play tug of war. They will use the "bells" (shake them), the "paper" (hold up streamer) and they will "pull". Stress those key words.
3. Demonstrate holding an end of the paper, shaking the bells.
4. Let each student perform the demonstrated action, prompting when necessary (2, 3).
5. Another staff person is needed to demonstrate the action. Both of you sit facing each other in the chairs. Slide the bells on the crepe paper (about a six-foot length). Pull on the paper until it breaks. The person who is closest to the bells when they fall is the winner. The winner picks up the bells and shakes them.
6. Call two students names. ("Ray and Bob, come on down!"). Have them perform the demonstrated action in #5 (1).

This activity also stresses hand strength and grasp.

Brenda White, Moses Field

EVERGREEN TREE TOSS

This is a good activity for Christmas and through the chilly winter months that follow. You will need to find a small artificial green tree and some small rings. Make sure the branches on the tree are extended because students will be throwing rings at the branches as a target, or simply putting the ring on the branch. (Another very clever version of "Places ring on stick" objective!)

There are several ways you can do this activity, and the number of students that can participate are unlimited. Create two teams for a relay. After the signal, one student from each team will run and toss (not place) a ring on the tree and run back. The next student in line follows. After all of the students have had a turn, the rings are counted. The team with the most rings hanging on the tree wins!

You can also use two different color sets of rings to do individual competition. Two students will throw the rings on the tree. After a specific time limit (1½ minutes), the student with the most rings on the tree wins.

If you work with more involved students, have them simply place the ring on the tree. Objectives that can be worked on with this activity include 1, 2, 4, 6, 10.

Brenda White, Moses Field

SNOW SCULPTURE

This is an outdoor activity best conducted after a wet and heavy snow. Practice the following:

1. Demonstrate how to make a snowball.
2. Provide various containers to pack snow in: shoebox, large bowls, large plastic tumblers. Pack the containers and then help the students stack th contents (1, 9).

If any sculpture is particularly interesting, staff can freeze it using a hose.

Mary-Dean Barringer, WCISD

FOLLOW THE WHITE SNOWFLAKE ROAD!

Place snowflakes on a path around the room. Cover the flakes with clear plastic contact paper. The students have to step from snowflake to snowflake from the beginning of the path to the end. Have a "prize" or treat at the end (7).

Mary-Dean Barringer, WCISD

WINTER WONDERLAND!

Plan a winter carnival. All you need is a nice winter day, an ice skating pond (talk your school custodian into freezing an area on the playground), hills for sledding (if possible), and lots of ribbons to award. This is very similiar to a Winter Olympics. It takes some planning but is well worth the effort. Plan several events around what equipment and facilities are available. Some suggestions:

SNOW BOWL: Set up some plastic bowling pins and let students try to knock them down by rolling or throwing a snowball (2, 6).

SNOW SCULPTURE CONTEST: Go for Height! Also, award a prize for any sculpture that actually resembles something. Each homeroom can enter a sculpture (1, 2, 9).

SNOWBALL TOSS: Have one for distance and one for hitting a target (6).

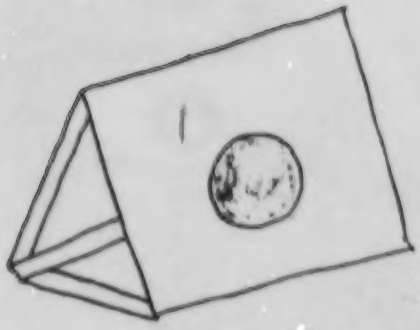
ICE RACE: This is a partner race. One student must push or pull another student in a box or piece of plastic across the ice rink (1, 4).

Students not participating in events can cheer their peers on. Also, have plenty of hot chocolate available and a snowcone making station. Provide cups and a scoop. When a student has a cup of snow, pour fruit flavored gelatin on top and mix it up for a snow treat.

Have an awards ceremony at the end of the day. Remember that everyone is a winner. Give awards for 1st, 2nd and 3rd place along with good sportsmanship.

Mary-Dean Barringer, WCISD
C. Liesman, Development Centers, Inc.

FEED THE SNOWMAN!



Create a target using a sheet of plywood or pegboard with a hole cut through it. This basic target can be used for a lot of games. Decorate the target with a snowman. Let the students throw a snowball in the mouth of the snowman to "feed" him. Use styrofoam balls or real snowballs (6).

SNOW, SNOW, GO AWAY . . . COME AGAIN ANOTHER DAY!

This is a relay game. Suspend a clothesline rope from one side of the room to the other. Loosely tie snowflakes onto the rope at various heights. The snowflakes should be loose enough so that they will come loose with a pull. The students will be divided into teams. They have to run to the rope, pull a snowflake, run back to the group and drop the snowflake in a basket. Prompt as necessary (2, 10). This activity also stresses the skills of grasp and release.

Mary-Dean Barringer, WCISD

THE BIG SNOWMAN (to the tune of I"m a Little Teapot)

First the snowman's little, way down near the ground (squat down low);
He keeps growing taller till he's big and round (slowly stand up);
The sun starts shining and begins to melt the snow (slowly sit down);
Goodbye, little snowman, it's time for you to go (wave goodbye, sitting down on the floor) (2, 4).

Creative Movement for Developing Children by Clare Cherry

SNOWMAN IN THE MIDDLE

Students make a circle formation either sitting in a circle or placing chairs in a circle formation. Each student will have a chance to be "Snowman in the Middle". When the student is the snowman, he can lead the group in any movement he chooses. He must also stay on the "magic snowflake" which has been placed in the middle (cover with contact paper). The rest of the group will imitate his movements. Use a snowman prop of hat and scarf if possible. The student will then pick a peer to be the snowman in the middle (1, 2, 7).

PHYSICAL EDUCATION: Teen Scene

OVER THE RIVER AND THROUGH THE SNOW!

These are two opportunities to work on the balance beam.

INDOORS: Place the balance beam over blue butcher block paper cut out like a pond. Students must cross the river. If they fall, squirt their hands or legs with a water mist . . . tell them they are wet because they fell in the river (7).

OUTDOORS: Place the balance beam in the snow. If they fall, they will hit the snow (7).

Mary-Dean Barringer, WCISD

SNOW THROW!

Have a good old-fashioned snowball fight outdoors! You may wish to make up a bunch of snowballs before hand for a good supply of ammunition. Remember to stress peer interaction when throwing (i.e., calling names, yelling out who hit who). And, also, NO ONE likes to get hit in the face, so be careful out there (1, 2, 6).

KICK THE SNOW HABIT!

Obtain a tether ball that is attached to a string. Suspend the ball from the ceiling. Have students "kick" the snowball (11).

Mary-Dean Barringer, WCISD

TRACKING: FOLLOW THE FOOTPRINTS!

This activity is best done after a fresh snowfall. You will need to use the school playground or lawn. Have one person make a path of large footprints (Wear a large pair of boots). The path can lean to a snowman or some kind of reward. Take the group outside to follow the footprints (2, 7).

Adapted from Adventures in Nature
© The Monkey Sisters

STRIKE OUT!

Dangle white balloons from a rope that is suspended across the classroom. Students can practice hitting or striking the target of these "large snowballs". Use a bat if desired (2, 3).

Mary-Dean Barringer, WCISD

PHYSICAL EDUCATION: Adult Avenues

CROSS-COUNTRY SKI ADVENTURES:

You will probably have to obtain some equipment to participate in this activity. Ask a local ski shop (Bavarian Village) to donate a set of equipment that they cannot sell. You may also ask your center parent group to buy a used set of usable equipment if some students show the potential of being able to manipulate the cross-country skiis.

Refer to I CAN information for the teaching sequences of this skill. You can work on the following behaviors using cross-country ski equipment:

1. Identifying the equipment;
2. Putting on the cross-country equipment with assistance;
3. Taking off the cross-country equipment with assistance;
4. Practice getting up from a fall (prone position) without the equipment on;
5. Practice getting up from a fall (prone position) with the equipment on.

You can work on all these skills indoors. You may want to take the students outdoors to see if they can "ski" on flat terrain with the equipment (7).

Adapted from INGHAM COUNTY and I CAN

THROW AWAY DAY!

Obtain various objects for students to throw. Suggestions are white bean bags of various textures, wadded-up paper, rubber softballs, styrofoam balls, white nerf balls, soccer balls, etc. Throw for distance or target (6). Have students throw to each other (1, 5).

Mary-Dean Barringer, WCISD

HELTER SKELTER, LET'S GO PELTER!

Trace outlines of the class staff members on butcher block paper. Color in features and clothes. (Students could help with this or make the cut-outs in CREATIVE ARTS to use in P.E.) Tape the cutouts to the wall with staff names over them. Students can select a staff member they wish to "pelter" with a snowball, beanbag, etc. Tell them to hit the target. This activity can be done with peer cutouts instead of staff (1, 2, 6).

Mary-Dean Barringer, WCISD

Curriculum Area: Home Living

What students can learn using this theme . . .

The student will:

1. demonstrate the function of objects associated with cooking (i.e., spoon, knife, can opener, bowl, cup, etc.).
2. release salt onto ice (Ingham County #221.030 and #732.020).
3. pull down a window shade.
4. recognize objects that are associated with warmth (i.e., blanket, sweater, heater, fire, slippers, etc.). (Ingham County #322.030).
5. prepare a warm beverage (Ingham County #525.080).
6. prepare canned soup.
7. drink liquid from a glass (Ingham County #501.020).
8. display willingness to sample new foods (Ingham County #502.050).

CREATING A COOKING CENTER

Not only is cooking an activity for all ages, it is also an activity that can be used to meet several quite different objectives. (Refer to ALL TOGETHER NOW! by M.D. Barringer and C. Kosal-Smither). Using food is reinforcing in itself and will often capture the attention of students and hold it longer than other materials. Cooking also provides students the opportunity to do something real--something that is a part of their environment outside the school.

Not only is cooking fun--but you are teaching skills in the cognitive, affective and psychomotor domains. Language concepts are built through labeling, using prepositions, following one and two-step commands and sequencing. Math and science concepts are introduced: it provides opportunity for measuring, counting and telling time. All the senses are involved in cooking--students smell the aroma of food being cooked and the spices being used, they feel the different textures, they see the textures and colors change, they hear the sound of food (corn popping, celery crunching), and they taste the delicious results!

The function of objects can be taught through actual practice with the tools of cooking. Students learn to take turns preparing food and learn to perform a variety of domestic tasks. Large muscles are used to pick fruit and vegetables from a garden or fruit market to be used in the cooking center. Small muscles are used to stir, chop, scoop, slice.

Ideally, a cooking center should be in the school kitchen. However, if this is not available to you, a cooking center can be made in any part of your classroom. Wherever the center is, be prepared for a mess. A mess is part of cooking and the process of cleaning up is as valuable a learning experience as the cooking itself.

The following suggestions will be helpful in establishing a cooking center:

(1) Have a place for all tools and stress that all tools return to their place. A pegboard is often helpful for hanging tools. Draw an outline of the utensil on the pegboard and color code items to help students remember where to put them.

(2) Break recipes into simple steps. Post the recipe on the bulletin board and use as many pictures as possible.

(3) Have unbreakable equipment whenever possible.

(4) Stress washing hands before cooking and keeping them clean!

(5) Always let the students prepare the recipe as independently as possible.

(6) When the students learn a recipe, send a copy home stating that the student can make this recipe independently.

(7) Know what foods students are allergic to.

Equipping the center can be completed by visiting garage sales or asking for donations. Purchasing food can be done through the school budget, by asking parents to send in one item a month to be used, or by purchasing food yourself and deducting the amount as a business expense on your income tax return.

The recipes in this magazine are designed to be taught in a large group "Circle Time" format. This uses the basic introduction, demonstration, practice and helper procedure as outlined in ALL TOGETHER NOW! and described below.

-Assemble the students around the tables. The leader can wear an apron and chef's hat to introduce the cooking session. (You may want to have an apron for each student with their name on it.)

-The leader introduces the recipe ("Today we are making vegetables and dip") by referring to the recipe chart. He points to the food items on the table and says, "We will use vegetables. Who can tell me what this is?" Students raise hand. The leader selects a student who will say/sign/point to a picture of the item with needed prompts. The leader says "That's right. This is a _____". The students practice the name/sign of the item.

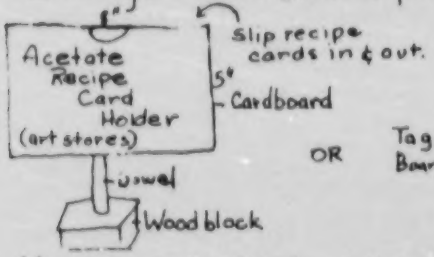
-The leader will demonstrate each step of the recipe. Each student is given a chance to be a helper. The leader will say "Who wants to chop the vegetables?" Choose a student who indicates he wants to help independently.

-While one student is the "helper", ask the other students to tell you what is happening. Say "What is (student's name) doing?" "That's right, he is cutting the green pepper". "Who can find the green pepper on the chart?" This keeps all the students involved and practicing various skills.

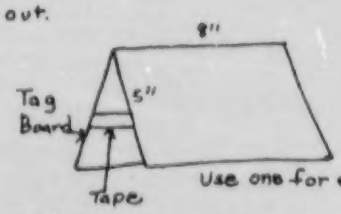
Thelma Harms and Betty Veitch offer the following suggestions for using picture charts from their book Cook and Learn (1981, Addison-Wesley).

PRESENTING PICTORIAL RECIPES

- Enlarge each of the pictures to 5"×8" or 8"×11".+



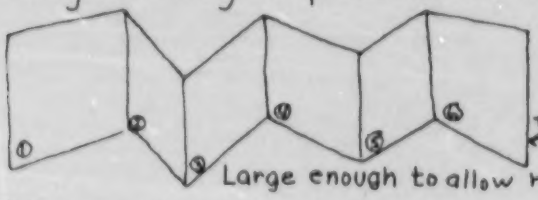
OR



Use one for each step in recipe.

"one to one picture correspondence"
These are good for younger children.

- Hinge enlarged pictures to one another.

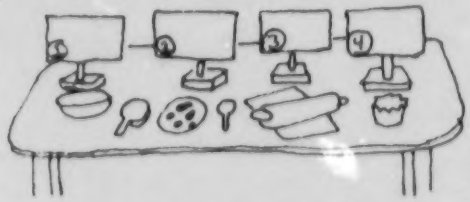


Large enough to allow room for food, etc. in each step.

"accordion format"
Better for older children.

- Enlarge the entire recipe on a page of easel paper (approximately 18 x 24 inches). "easel format"
Better for older children.

"one to one picture correspondence set-up"



If ingredients + measuring tools are placed in front of recipe cards, child can walk around table "reading" and following recipe with little or no adult help.

(copyright © 1981 by Addison-Wesley Publishing Company.)

The LIFESPACES curriculum developed by the Wayne County Intermediate School District provides this task analysis that can be used to teach students how to prepare a warm beverage (5). Children and teens can make hot chocolate and Ovaltine, and young adults can make tea or coffee.

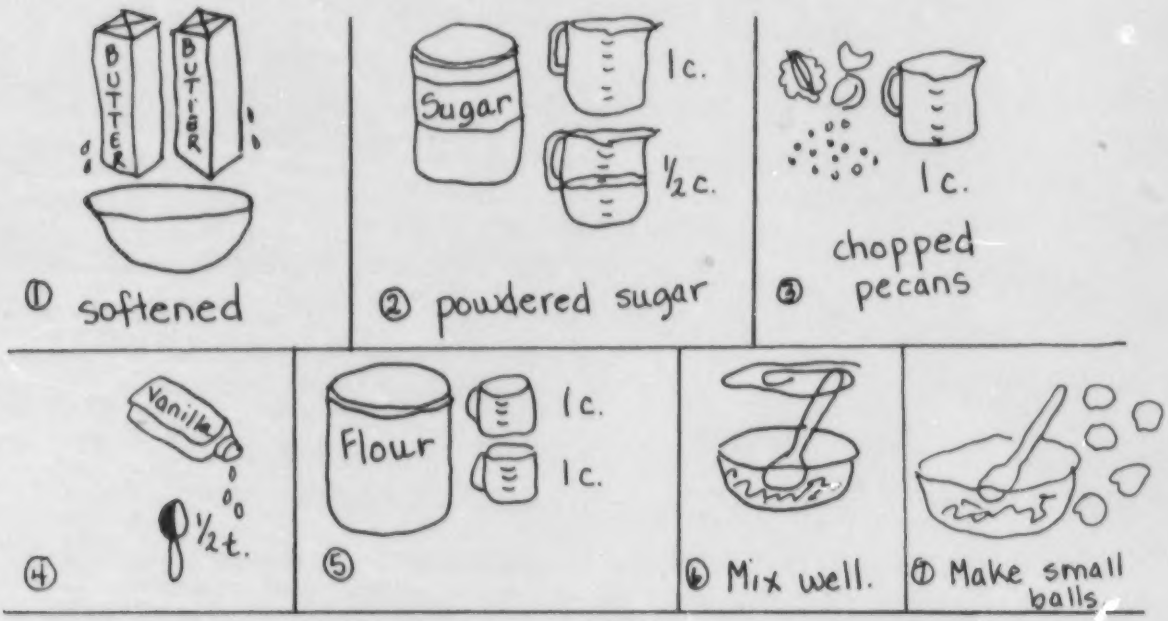
MATERIALS: (Hot coffee recipe): instant coffee, cup/mug, creamer, sugar, spoon, hot water.

Subtask skills	Teaching Strategies
1. Gets out materials	1. Give command "_____", make some coffee", and have student gather all needed supplies listed above.
2. Heats water	2. Have student fill pot with cold water and heat it (stove burner or plug in).
3. Puts coffee in cup	3. Have student open coffee (unscrew lid) and place one teaspoon of coffee into cup (may be pre-measured).
4. OPTIONAL: Puts sugar into cup	4. Have student add one or two spoons of sugar into cup.
5. Adds boiling water into cup.	5. Have student wait for water to come to a boil before pouring into cup--about ½ inch from rim.
6. OPTIONAL: Adds milk or creamer	6. Have student add desired amount of milk or nondairy creamer to cup of hot coffee.
7. Stirs coffee	7. Have student place teaspoon into coffee and stir in a circular motion.
8. Cleans up and replaces materials	8. Have student clean up and replace materials in the proper places. (AS a reinforcer, you may allow the student to drink the cup of coffee.)

RECIPE: Mexican Wedding Cakes (snowball treats) (1, 8)

MATERIALS: large bowls, spoons, measuring cups, measuring spoons, wax paper, oven, cookie sheet, butter, flower, pecans, vanilla, powdered sugar.

Make a poster or pictorial display of the following recipe:



Using the teaching format previously described, prepare the following:

1. Put two sticks of softened butter in the bowl.
2. Put one and one half cups of powdered sugar in the bowl.
3. Put one cup of chopped pecans in the bowl.
4. Put one half teaspoon of vanilla in the bowl.
5. Put two cups of flour in the bowl.
6. Stir the ingredients until well mixed.
7. Shape the dough into small balls.
8. Place the balls on a cookie sheet.
9. Bake at 325^0 for twenty minutes.

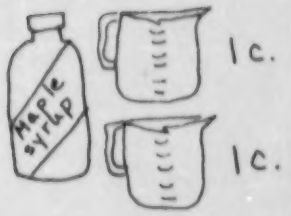
When cooled, students may roll the balls in powdered sugar to coat

The LIFESPACES curriculum developed by the Wayne County Intermediate School District provides this task analysis that can be used to teach students how to prepare canned soup (6).

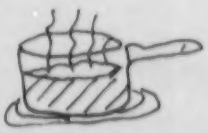
Subtask Skills	Teaching Strategies
1. Identifies items to be used	1. Have student identify which items are the foods (canned soup, water or milk) and which items are the utensils (can opener, pan, spoon).
2. Takes items to preparation area	2. Have student bring the necessary items to the cooking area.
3. Opens soup can	3. Uses either hand or electric can opener.
4. Pours soup into saucepan	4. Have student pour soup from can into pan, using spoon if necessary.
5. Pours water/milk into pan	5. Have this already measured unless student can already do this step.
6. Places pan on correct sized burner	6. Have student place pan on correct burner.
7. Turns "ON" corresponding burner control switch to correct temperature setting	7. May have to color code each burner to knob and temperature setting with another color indicating each time on each knob.
8. Stirs soup continuously	8. Have student pick up spoon and stir.
9. Observes first signs of boiling	9. Point out the "bubbles" that occur when soup is boiling.
10. Turns burner OFF	10. Have student turn knob to off.
11. Removes pan from burner safely	11. Teach student what part of the pan is hot and will burn him. Demonstrate how to carry pan by handle.
12. Carries to serving area	12. Have student carefully carry to eating area in the classroom.

RECIPE: JACK WAX (1, 8)

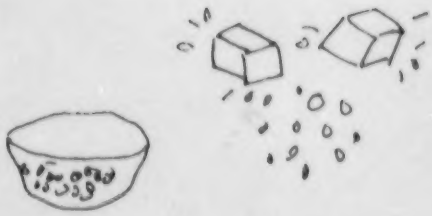
MATERIALS: Bowl, saucepan, crushed ice, maple syrup, fork for each student, spoon, measuring cup



① maple syrup



② Bring to boil. (until softened)



③ bowl of crushed ice

④ pour syrup into bowl

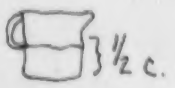
⑤ Twirl wax onto fork.

Using the teaching format previously described, prepare the following:

1. Pour two cups of maple syrup into a saucepan.
2. Bring the syrup to a boil until the softened (softball) stage.
3. Pour hot wax into a large wooden salad bowl of crushed ice.
4. Let each student twirl his fork in the mixture to taste the wax.

Mary-Dean Barringer, WCISD
Catherine Liesman, Developmental Centers, Inc.

THE SOUP LINE



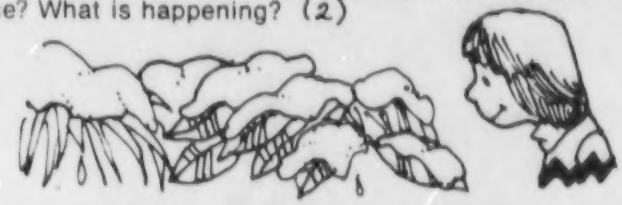
1. Fill a large coffee urn with hot chicken broth.
2. Student measures hot chicken broth, pours it into a cup or mug.
3. Student walks through "Soup Line", adding his choices of the various ingredients.

Heat of broth "cooks" ingredients - no further cooking needed.

HOME LIVING: Kid's Korner

Sprinkle and Sparkle

Take a walk with the children and look for ice-coated trees or bushes. Sprinkle some salt on the ice of a few branches. Let the children look closely to see if anything is happening. Have the children feel a branch that doesn't have salt on it and then feel the one that was salted. Can they feel any difference? What is happening? (2)



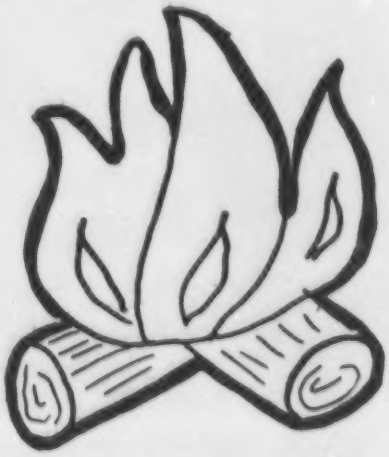
(Reprinted from Adventures in Nature © THE MONKEY SISTERS, INC. 1984)

KEEPING WARM: Use a flannelboard and prepare flannel or felt cutouts using the patterns provided in this unit. Talk about the day being cold. BRRRRRRRR. Model shivering and shaking. Tell the group you are going to show them ways to keep warm. As you talk about different ways, put up a felt piece on the board. After you have identified the pictures, see if the students can select one that you name. When possible, have actual items for the students to identify when you hold up the felt piece. You may wish to have two felt sets so the students can practice matching picture to picture.

When all the ideas are on the board, let each student point to the one (s)he likes the best to keep warm (4).

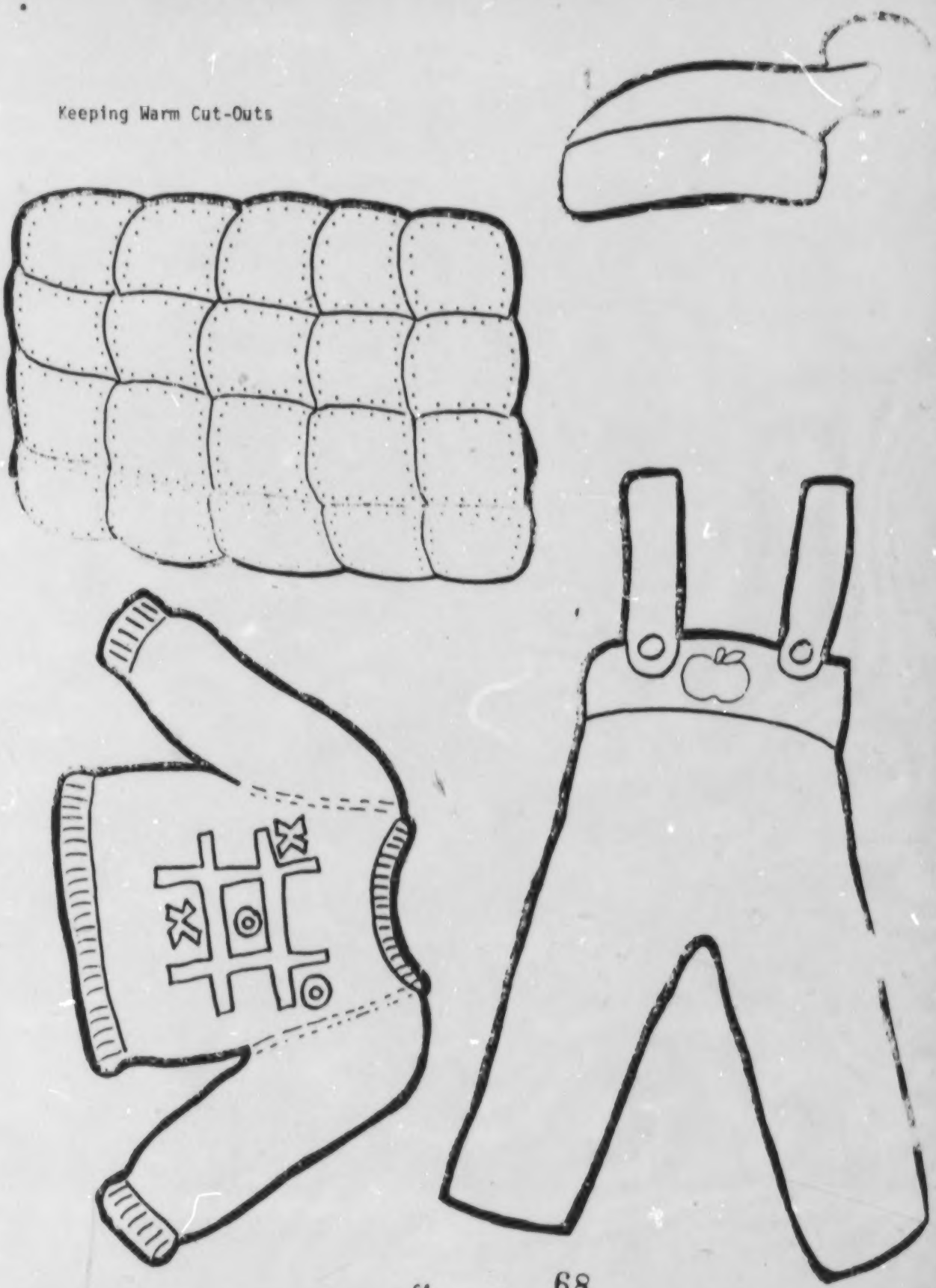
(Adapted from FELT BOARD FUN by Liz and Dick Williams).

Keeping Warm
cut outs



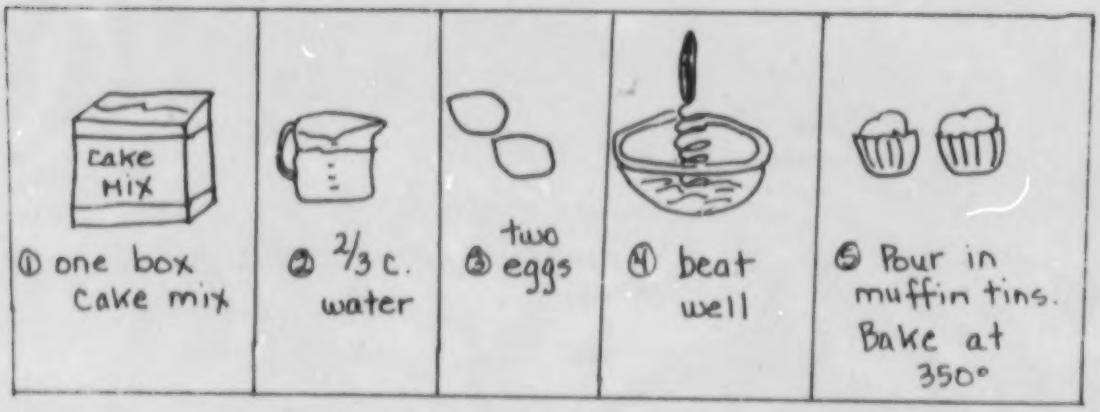
Keeping Warm Cut-Outs

Keeping Warm Cut-Outs



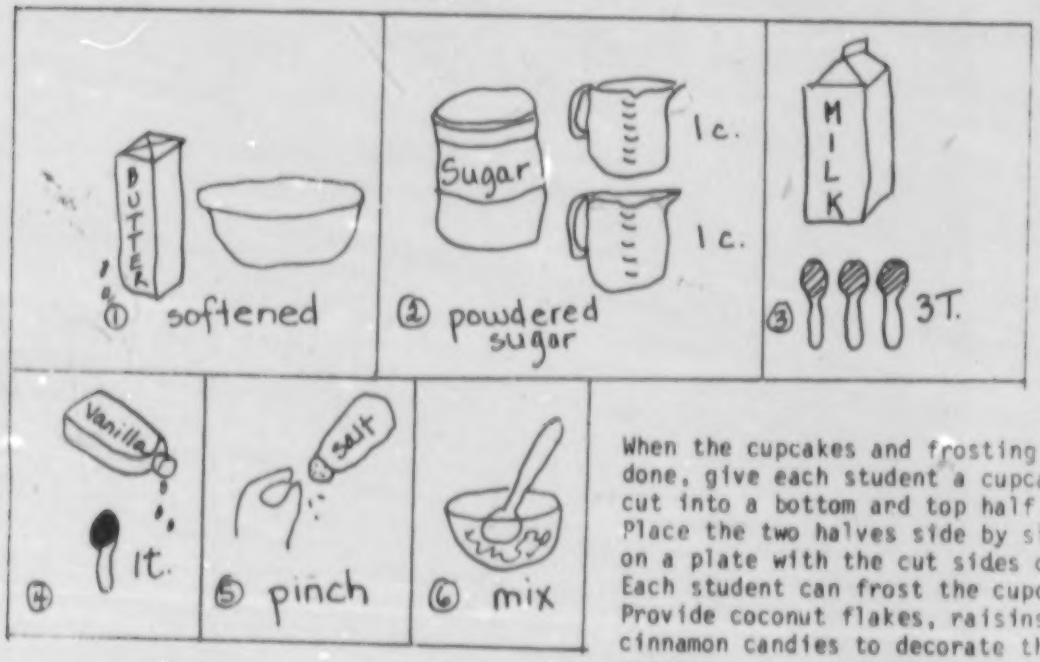
THE INCREDIBLE, EDIBLE SNOWMAN

CUPCAKE GROUP



Using the teaching format described on the other recipes, make up a step by step procedure for each recipe. One group may work on the cupcakes and another group may work on the frosting.

FROSTING GROUP



When the cupcakes and frosting are done, give each student a cupcake cut into a bottom and top half. Place the two halves side by side on a plate with the cut sides down. Each student can frost the cupcake. Provide coconut flakes, raisins, and cinnamon candies to decorate the snowman.

Adapted from Beginning with Books by
Emilie Sullivan
Mary-Dean Barringer, WCISD

Let's Feed the Birds

This activity will allow students to practice the same behaviors needed to achieve the objective of releasing salt on the ice (2). Put a variety of pictures of birds on the bulletin board. Tell the students that they will be using different kinds of seeds to feed the birds. Provide bird seed or grain and seeds. Let the students put some seed into a styrofoam cup. As a group, go outside and sprinkle some seed on the sidewalk. You may want to do this by a window so you can go back inside the building and watch the birds eat the seed. In addition to the grasp and release behaviors stressed in this activity, you can also focus on the tactile quality of the birdseed as the students are fingering it.

Mary-Dean Barringer, WCISD

THE MATCH GAME

This activity uses the "Match 'Em" game chart described in the LANGUAGE ARTS section. The game will be played the same way, only the objects and pictures used will be those associated with keeping warm. You can use pictures of hats, gloves, sweaters, slippers, blankets, fire, hot chocolate or coffee, heaters, etc. It may be possible to play this game using some of the objects described above. The amount of objects or pictures that you display will depend upon the individual student's performance objective. The various ways to play this game are described in the LANGUAGE ARTS section (4).

Mary-Dean Barringer, WCISD

HOME LIVING: Adult Avenues . . . Cooking!

RECIPE: Egg Nog (1, 7, 8)

MATERIALS: glass, blender, ice cream scoop or spoon, eggs, sugar, vanilla, milk, ice cream, measuring spoons, measuring cups

This recipe is for a single serving. The teacher can demonstrate the sequence for preparing the egg nog. The students can prepare thier own glass one at a time.

Using the teaching format previously described, prepare the following:

1. Put one tablespoon of beaten egg in the blender container.
2. Put one half teaspoon sugar in the blender container.
3. Put one eighth teaspoon vanilla in the blender container.
4. Put one quarter cup of milk in the blender container.
5. Put one scoop of ice cream in the blender container.
6. Attach the container to the blender and blend briefly.
7. Pour into glass.
8. Sprinkle with nutmeg.

THE ICEMAN COMETH

Take styrofoam cups and fill with rock salt so each student has his own cup of salt. Dress up in winter clothes and go outside to find a patch of ice. Demonstrate how to sprinkle salt on the ice. Let each student distribute the rock salt in his cup all over the ice. Return to the same spot an hour later and point out how the ice has melted (2).

Mary-Dean Barringer, WCISD

LIGHTS OUT!

Use a pull shade to practice grasp and release behaviors while learning how to keep warm. Have students touch the cold window pan. Emphasize the sensation of COLD. Tell the group you are going to pull down the shade to help get WARM. Demonstrate the action. When the shade is down again have the students touch the window through the shade. Emphasize the sensation of WARM. Let students practice pulling the shade down (3).

Mary-Dean Barringer, WCISD

ICE CREAM SOCIAL

This activity allows the student to practice stirring, scooping and serving a special treat to friends (1). You will need some clean snow; vanilla, milk, honey or sugar; mixing bowls, serving bowls and spoons. Put some snow from outside in a bowl. Make sure the snow is clean and soft. Add milk, honey and vanilla to taste. The student should do as much of the stirring, scooping into serving bowls and serving as (s)he is able to. Eat the snow ice cream. You can make different flavors of the snow ice cream by adding cocoa mix, strawberry flavoring, etc. (8).

The School and Home Enrichment Program
by Hawkins, et al.

BEST COPY AVAILABLE

Curriculum Area: Creative Arts

What students can learn using this theme . . .

The student will:

1. exhibit a response to tactile stimulation (i.e., cold, tactile art experiences, textural objects).
2. exhibit a response to olfactory stimulation (i.e., evergreen, pine, bayberry, hot chocolate).
3. exhibit a response to visual stimulation (i.e., winter shapes, changing textures during art). (Ingham County #211.010).
4. demonstrate the function of an object (paste, paintbrush, roll-on marker, crayon, marker). (Ingham County #624.010, #624.020, #624.030).
5. complete a two-step art project.
6. complete a three-step art project.
7. demonstrate the development of a single hand grasp (Ingham County #221.010).
8. demonstrate the development of bilateral hand coordination (Ingham County #221.020).
9. release a grasped object (Ingham County #221.030).
10. tear construction paper into pieces (Ingham County #221.091).
11. use fingerpaint to make lines and shapes (Ingham County #624.010).
12. participate in singing activities (Ingham County #631.010).
13. imitate nonlocomotor and/or locomotor movements of the instructor (Ingham County #634.020).
14. listen to music (Ingham County #636.010).
15. use a pencil (Ingham County #461.010).
16. discriminate texture differences (Ingham County #407.010).
17. engage in simulated play with objects (Ingham County #814.030).

CREATIVE ARTS: One for All!

It is important to mention that all visual art activities focus on the process and not a product. The teacher should stress the three levels of art participation: awareness of materials, tools, sensations and procedure; imitation of the instructors using the materials and modeling the process; and self-initiation upon the presentation of materials and tools.

VISUAL ARTS ACTIVITIES

Whip Ivory Flakes with a little water (two parts soap to one part water) using an egg beater to make "snow". Have students paint this mixture on blue paper to make a snow scene. (4, 5, 9)

Provide white chalk and dark construction paper to make snow scenes. Students will visually attend to the dramatic impact of white on dark. (1,3,4,5,9)

There are many ways to do snow art. Spread Elmer's glue on a dark piece of paper and sprinkle table salt over it for a glistening effect. Glue puffs of popcorn or cotton on dark paper. Dip small pieces of sponge into white tempura and let children dap on the paper. Tear white pieces of paper and glue on dark construction paper. (1, 3, 5, 7, 9, 10, 6).

Draw with crayons on a medium dark piece of construction paper. Paint all over it with equal parts of epsom salts and water. "Ice crystals" will appear when the liquid is dry. (1,3,4,6,7,9).

A Planning Guide to the Pre-School Curriculum, James, ed.

Use white playdough and demonstrate how to form balls (1, 13). Stack three balls to make a snowman (7,8,9)

Gather alot of twigs. Have students stick them into styrofoam or clay base to make "winter trees" (5,6,9,13).

MULTISENSORY ACTIVITIES

"Let it Snow, Let it Snow, Let it Snow!"

Make a mobile of paper snowflakes to dangle over the student. Encourage the student to reach for and grasp the snowflakes (3, 7, 9, 13).

Fill a tub with snow for the students to touch. Have a small scoop for them to dig in the snow (1,3, 4, 7, 13).

Use a pingpong or styrofoam ball for the students to hold and throw. (4, 7, 8, 9, 13)

Attach a sponge to a dowel. Have the student dip it in white paint and press on dark blue construction paper to create a "snowy" scene. (1, 3, 4, 5, 7, 9)

Listen to the song "Sleigh Ride" and shake bells (4,7, 9, 13, 14).

Multisensory activities are designed to be conducted as a "mini-lesson", providing students with a variety of sensory experiences in a short time period.

CREATIVE MOVEMENT

"Swirling Snowflakes"

Give students a white chiffon scarf and have the class seated in chairs in a circle. (You can also use white crepe paper instead of a scarf). Students are asked to swirl the scarves like snowflakes while listening to music. A selection of music from the Nutcracker Suite is a good choice. Students can then try moving the scarves while standing and eventually moving the scarves while walking in a circular fashion. (3, 4, 7, 13, 14)

Catherine Liesman, Development Center, Inc.

FINE MOTOR

Make a variety of templates to use while drawing. Provide different winter shapes (ie. snowball, snowman, evergreen trees, snowflake, etc) that the student can choose from. You can use a variety of art medium with the template. (4,5,8,11,15)

SENSORY STIMULATION

This is a group activity that stress responses to cold. All you need is an ice cube or icicles obtained from outdoors. Take an ice object and touch staff with it, and laugh with them as they squeal and move away. Next, touch a student's arm with the ice. When he squeals and moves away, laugh and say "See, you can play just like(staff member) ". Let the child take the ice cube and touch a staff member. Remember to laugh and squeal alot. Also, check with the occupational therapist prior to doing this activity to make sure there are no contraindications. (1,7,9)

The School and Home Enrichment Curriculum by Hawkins, et. al

CREATIVE ARTS: Kid's Korner

VISUAL ARTS

Bring snow inside a tub or water table for students to explore Gradually add drops of food coloring and let the students mix it in the snow. Use spoons and shovel and provider containers for scooping. (1, 3, 4, 7, 9, 17).

Glue cotton on the outline of a snowman. You can also paste cotton balls on construction paper to make a snowy scene (1, 4, 5, 9).

Put white paint at the easel with dark construction paper for finger-painting. (1, 11).

FINE MOTOR

Use this activity to practice grasp and release (7,9). Provide snow for the student to grab (1) and sing the following song during the activity (12, 14).

"Picking up snow and droppin' it in the basket."
"Picking up snow and droppin' it in the basket."
"Picking up snow and droppin' it in the basket."
"Way Down yonder in Winter Wonderland"

(Sung to the tune of "Way Down Yonder in the Paw-Paw Patch")

The stimulation from the cold will facilitate releasing the snow. This activity may be varied by what is selected to be "grabbed". You can use styrofoam snowballs, winter clothing items, winter objects, etc.

Mary-Dean Barringer, WCISD

Use paper plates and punch holes in them around the rim to make a giant snowball lacing card. Sew with white yarn. Other winter lacing cards can be made with posterboard in the shape of boots and shoes. A simple lacing task can be made from two mitten cards with one hole in each. The student must lace them together. Lacing is a good task for older children in this age range to build eye-hand coordination skills.

A Planning Guide to the Preschool Curriculum by James, et al.

FINE MOTOR

Obtain a large supply of computer paper or newspaper for ripping. Have the students each tear up a sheet (10). Use the paper to bury objects in the "blizzard" for other students to find.

Do a path tracing of "Take the Hat to the Snowman" and "Take the ball to the Snowman". Vary the difficulty of the paths according to the child's ability to use a pencil (15).

PLAY

Set up a water table so several students can sit around it. Fill with fresh snow. Explore the tactile qualities of the snow (1). Provide a variety of objects to encourage play activities and experiences. You can demonstrate how to use a shovel, scoops and molds with the snow (4). Place small cars and snowplows in the table for students to push (17).

Mary-Dean Barringer, WCISD
Catherine Liesman, Development Center, Inc.

MUSIC

Listen to "Frosty the Snowman". Hold up snowman pictures when the chorus sings about "Frosty" (14).

Sing this song to the tune of "Here We Go Round the Mulberry Bush"

"The white snow falls (fa-alls) down, down, down,
Down, Down, Down,
Down, Down, Down (arms and hands move down, fingers wiggle)
The white snow falls (fa-alls) down, down, down
All, all-all on the ground." (move whole body to the floor)

A Planning Guide to the Preschool Curriculum, James, et.al

MULTISENSORY ACTIVITIES

"In the Meadow We Can Build a Snowman!"

Use a mask and play the game "Where is Snowman?" as described in LANGUAGE ARTS. You can make the mask during a visual arts activity. (1,3,4,5,7, 13, 17).

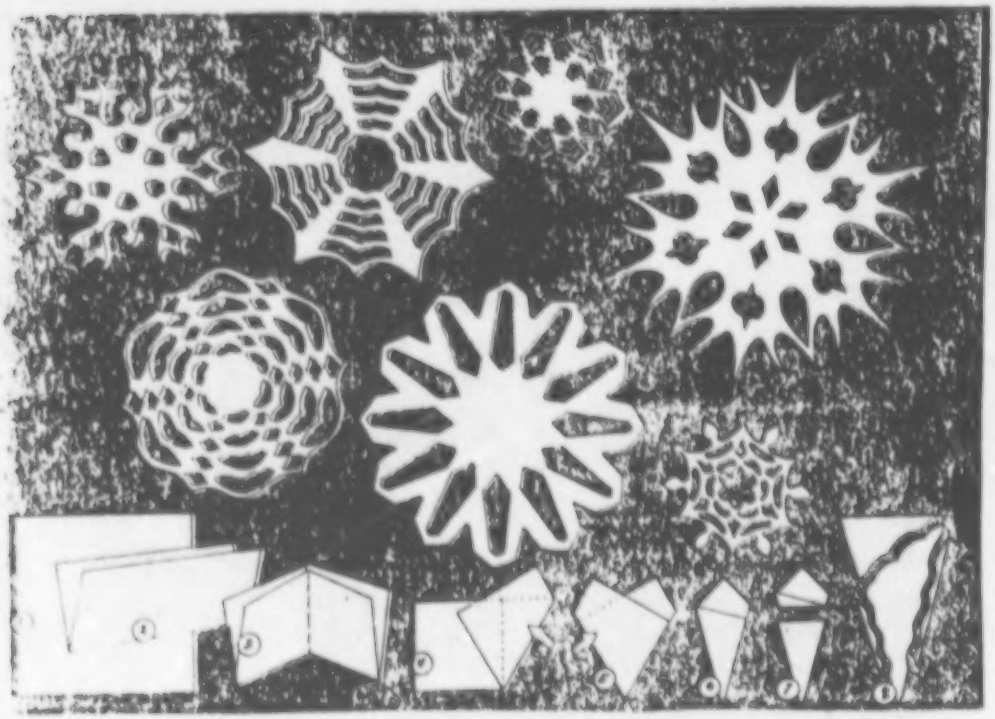
Bring in items that smell like the outdoors in the winter..an evergreen branch, pine air freshener, peppermint, etc. See if the students can "track" the scents with their noses (2).

Listen to the song "Winter Wonderland". Have crepe paper for the student to grasp and move up and down, simulating snow falling (1,7, 12, 13, 14)

CREATIVE ARTS: Teen Scene

VISUAL ARTS

Cut snowflakes from white paper as illustrated below. Students will most likely need help to cut. Let the students unfold them and hang them from the ceiling, on windows, or put them on a bulletin board (3, 7, 9).



MUSIC

Sing this song to the tune of "Are you Sleeping?"

Verse 1: (JUMP in place while singing)
"We are cold, we are cold
Let's get warm, let's get warm.
We are cold, we are cold
Let's get warm, let's get warm."

Verse 2: (Use throwing motion)
"Make a snowball, make a snowball,
Throw it now, throw it now
Make a snowball, make a snowball
Throw it now, throw it now!"

from A Planning Guide to the Preschool Curriculum, James, et al.

CREATIVE MOVEMENT

This activity is to get the students to move creatively in different directions while skating on imaginary skates. Demonstrate for the students how to move forward, backward and sideward by sliding your feet on the floor. (You may want to model this while the students are sitting in a semi-circle on chairs). Then have the students slide and move their feet in different directions, experimenting with fast and slow. (Physical prompting will probably be necessary). Play some music and have them move their feet while they are still seated. After some practice, put on the selection "Skater's Waltz" and ask them to go skating, moving about the room.

Students with good gross motor and good imitation ability may want to try this variation: Have the students sit is a semi-circle as you explain how you want them to "skate". As you clap your hands, call out specific skating instructions. For example, you may say "slide, slide, slide, slide, turn, stop" (13, 14).

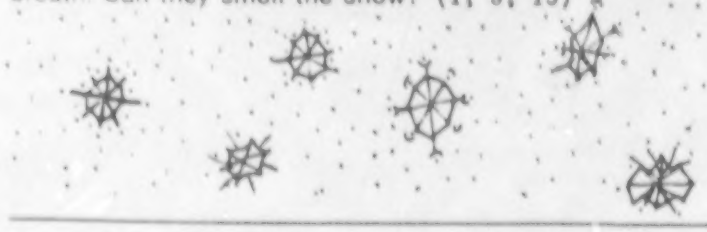
adapted from ARTSPLAY by
Burton and Kuroda

SENSORY STIMULATION

Can You Taste the Snow?

Go outside when it's snowing. Tell the children to stand very quietly and close their eyes. Ask if they can hear the snow falling. Tell them to lift their faces toward the sky. Can they feel the snow on their faces? Tell them to open their mouths. Can they taste the snow? Now have them open their eyes. Can they see the snow? What does it look like? Have them take a deep breath. Can they smell the snow? (1, 3, 13)

Listening;
Following directions;
Describing
•
Sight, Sound, Smell
Taste, Touch



from Adventures in Nature by the
Monkey Sisters

VISUAL ARTS

Use styrofoam pellets and toothpicks to create snow creatures and snow sculptures. Demonstrate how to use the toothpicks to connect the pellets, creating a sculpture. Talk about how the materials feels. You can also use pipe cleaners to attach the styrofoam. (1, 3, 4, 7, 9, 13).

Emphasize the color white. Provide a variety of white materials to make a texture collage. Suggestions are yarn, buttons, rice, rickrack, lace, felt, corrugated cardboard, tissue, construction paper, chalk, crayons, paint, material scraps such as fur, velvet, glitter, sequins, stickers, and dark construction paper to paste the items on. (1, 3, 4, 5, 7, 9)

MULTISENSORY ACTIVITIES

Plan a "Midnight Madness" Party to celebrate the new year. Each class can sponsor a different activity that is associated with the new year. Some suggestions include:

-Provide bells, horns, poppers to use to "ring in the new year" (4,7,8,9,13, 17)

-Make a mask for the "unmasking at midnight". (1,5, 7, 13, 17) Have different clothing articles for students to dress up in costumes.

The Physical Education teacher can set up a center where students would kick a ball through "goalposts" to score those extra points like in the bowl games. Using your imagination, you can come up with additional ideas.

Mary -Dean Barringer/WCISD
C. Liesman/Development Centers, Inc.

MUSIC

Listen to the songs "Winter Wonderland" and "Jingle Bells". Pass out bells to shake during the listening activity (12, 14)

CREATIVE MOVEMENT

"Ice Statues" In this activity the students will move freely until they hear the word "freeze". Tell the group (and demonstrate) the difference between moving and staying stationary (still). The best way to attempt this activity is to use it with the song "The Freeze" from the album We All Live Together by Greg and Steve (Youngheart Records). This can also be done with a drum with the instructor beating out noises when the students move and stopping when they should freeze. (13, 14)

adapted from ARTSPLAY by
Burton and Kuroda

Curriculum Area: Vocational

What the student can learn using this theme . . .

The student will:

1. demonstrate the development of bilateral hand coordination (see CREATIVE ARTS #8).
2. insert small objects into specific positions (Ingham County #221.040).
3. balance stacked objects (Ingham County #221.050).
4. grasp and turn an object (Ingham County #221.080).
5. identify, locate and return snow removal materials (Ingham County #732.010).
6. use a snow shovel (Ingham County #732.030).
7. use salt crystals and sand in snow-removal (see HOME LIVING #2).
8. perform a two part disassembly task (Ingham County #743.010).
9. perform a two part assembly task (Ingham County #743.080).
10. perform a sorting task involving two grossly different objects (Ingham County #742.010).
11. complete a simple task independently (Ingham County #702.080).

VOCATIONAL EDUCATION: Kid's Korner

WORKTASKS

WORKTASKS is a system designed to strengthen the student's independent work skills. It is based on the task-reward sequence developed by Matthew Israel at Behavior Research Institute in Providence, Rhode Island. Students can work on a variety of manipulative skills required in vocational education while they learn how to complete a simple task independently. (11)

Each student has a book of 3"x5" pictures joined by a ring. These pictures represent manipulative/educational activities that the student has been observed doing with no assistance. The activities are all within the developmental abilities of that particular student. It is appropriate to include tasks that may be below the student's developmental level of functioning as the purpose of WORKTASKS is not teach new skills but to encourage the student to use what he has learned independently. Initially, the student has no more than five activity cards in his ring book and the objective is that he complete these five or so activities within a half hour time frame. The WORKTASKS sequence is as follows:

(1) The student is seated at a table or other appropriate work space. He opens his book and looks at the first pictured activity.
(2) The student goes to the shelf or cabinet where all the WORKTASKS materials are kept and finds the pictured activity.
(3) The student returns to the table with his activity and begins to work.
(4) Upon completion of the task, the student raises his hand or looks at the adult supervising the area to have his worked checked.
(5) The adult checks the task to see it is completed correctly and gives the student a reward.
(6) The student returns the materials to the shelf and begins at step 1.

As you can see, the teaching of this WORKTASKS sequence can only begin after the student has achieved the attending goal of the ability to complete a simple task. This system also requires that the student can identify objects and match objects to pictures before he can go through the entire sequence independently. The process of teaching this sequence to severely developmentally disabled persons is often arduous. However, the long range goal of being able to monitor a group of severely retarded persons working independently is well worth the time spent teaching the system.

The WORKTASKS booklet will be developed individually for each student. As stated before, you will initially put in only the number of tasks that you expect the student to be able to complete within a half hour. This will range from one to five activities.

The WORKTASKS booklet can be prepared in this manner:

(1) Make a list of the manipulative activities you have observed your students doing independently. Types of activities could include puzzles, pegboards, formboards, lotto, building toys such as LEGOS, blocks, coloring,tracing boards, lacing cards, button boards, matching games, parquetry, number pegs, simple workbooks, etc.
(2) Use a good camera (such as a 35mm) to photograph the activities that you will use in the WORKTASKS book. These pictures will be what the book is comprised of.
(3) You may use the negative of the picture to make additional copies for several student booklets. For durability, laminate the pictures. This can be done with contact paper or on a laminating machine which is available at most Professional Resource Centers. You may also duplicate the pictures on a color Xerox machine at a cheaper cost than printing additional pictures from a negative. It is possible to fit five pictures on an 8½"x14" sheet of paper for a cost of 75¢.
(4) Select the number of activity pictures to make up a book. These pictures should be joined together by a metal ring. The rings cost approximately 4¢ each and are available at any office supply store.

You can create special booklets that picture activities associated with a winter theme. Suggestions of tasks that teach the instructional objectives listed in this unit include:

SORTING (10)

Sort mittens and Christmas ornaments. The mittens go in a gift box, and the ornaments will go in a sectioned box. This also works on objective #7 and on developing one-to-one correspondence.

Sort hats from socks and place on two trays. Have each tray designated with a picture of a hat or a sock.

INSERT SMALL OBJECTS (2)

Get a snowman bank and let students put pennies in it.

Place all white pegs in a blue pegboard.

Make a pegboard in the shape of a triangle and paint it green. Place white pegs in it.

STACKING (3)

Stack white blocks, LEGOS, or pieces of styrofoam cut to look like blocks.

Stack white Chinet plates (giant snowballs??)

Stack a pile of mittens or socks.

TWO PART ASSEMBLY/DISASSEMBLY (8,9)

Insert Christmas cards in envelopes. Provide a variety, particularly ones with winter scenes. For disassembly, remove cards from envelopes and place into separate piles.

Remove Christmas ornament catch from bulb. Use nonbreakable bulbs. You may try to put the ornaments back together for an assembly task.

It is important to remember that the focus of WORKTASKS is not on the specific activities in the booklet, but either on the process of learning how to complete an activity or series of activities independently. This is an important work skill that will be valuable in any job or learning situation. However, activities should be selected that provide students an opportunity to use existing skills. Other activities that you can include in WORKTASKS that stress a winter theme are:

-Puzzles: winter scenes, snowman
-Templates and crayons: snowman, sleigh, evergreen templates, white crayons, dark paper
-Lotto: matching winter pictures
-Use a small toy radio or T.V. (ie. Fisher-Price) that plays a winter related song when turned (4).
-Put white marshmallows in a small baby food jar. The student can eat them when he gets the lid off. (4)
-Color a winter related picture.

VOCATIONAL EDUCATION: Teen Scene/ Adult Avenues

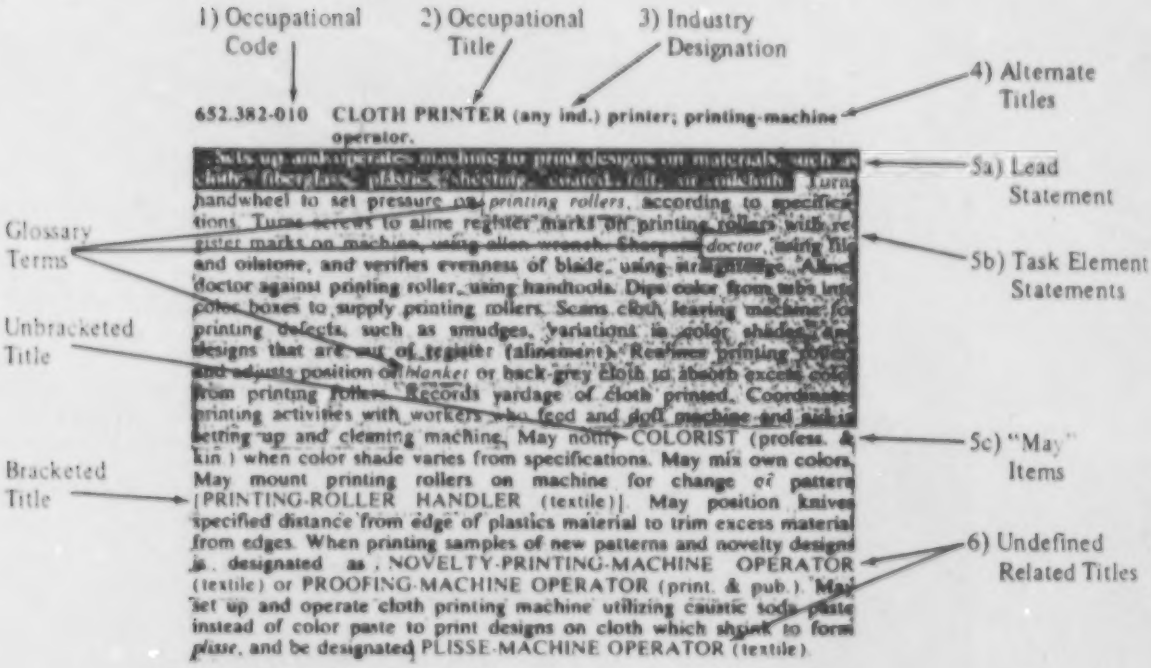
THE WORLD OF WORK...

Vocational education teachers often feel frustration when designing work samples for the severely impaired population. The realization that work placements are extremely limited for these individuals dampers the enthusiasm of teaching skills that may never be used.

It is imperative that our work samples correspond to skills required in actual occupations. If we are going to take the time to train our severely impaired students, we need to know that the behaviors they are learning have been identified as necessary work skills in existing jobs. The Dictionary of Occupational Titles is a virtual goldmine for verifying the demand for identified work behaviors.

This document, published through the U.S. Department of Labor, defines and describes over 20,000 occupations. A D.O.T defination looks like this:

PARTS OF A DOT DEFINITION


1) Occupational Code
2) Occupational Title
3) Industry Designation
4) Alternate Titles
652.382-010 CLOTH PRINTER (any ind.) printer; printing-machine operator.
5a) Lead Statement
5b) Task Element Statements
5c) "May" Items
6) Undefined Related Titles
Glossary Terms
Unbracketed Title
Bracketed Title
sets up and operates machine to print designs on materials, such as cloth, fiberglass, plastic, sheeting, oilcloth, felt, or oilcloth. Turns handwheel to set pressure on printing rollers, according to specifications. Turns screws to aline register marks on printing rollers with register marks on machine, using allen wrench. Sharpens doctor, using file and oilstone, and verifies evenness of blade, using straightedge. Aligns doctor against printing roller, using handtools. Dips color from tubs into color boxes to supply printing rollers. Scans cloth leaving machine for printing defects, such as smudges, variations in color shades, and designs that are out of register (alinement). Reviews printing copies and adjusts position of blanket or back-grey cloth to absorb excess color from printing rollers. Records yardage of cloth printed. Coordinates printing activities with workers who feed and doff machine and aids in setting up and cleaning machine. May notify COLORIST (profess. & kin.) when color shade varies from specifications. May mix own colors. May mount printing rollers on machine for change of pattern. [PRINTING-ROLLER HANDLER (textile)] May position knives specified distance from edge of plastics material to trim excess material from edges. When printing samples of new patterns and novelty designs is designated as NOVELTY-PRINTING-MACHINE OPERATOR (textile) or PROOFING-MACHINE OPERATOR (print. & pub.). May set up and operate cloth printing machine utilizing caustic soda paste instead of color paste to print designs on cloth which shrink to form plisse, and be designated PLISSE-MACHINE OPERATOR (textile).

BEST COPY AVAILABLE

The components of this definition are explained in detail in the Dictionary of Occupational Titles. Of interest to special educators are the second group of numbers within the occupational code. These middle three digits are the worker function ratings of the tasks performed in the occupation. Every job requires a worker to function to some degree in relation to people, data and things. A seperate digit expresses the worker's relationship to each of these three groups:

DATA (4th digit)	PEOPLE (5th digit)	THINGS (6th digit)
0 Synthesizing	0 Mentoring	0 Setting Up
1 Coordinating	1 Negotiating	1 Precision Working
2 Analyzing	2 Instructing	2 Operating-Controlling
3 Compiling	3 Supervising	3 Driving-Operating
4 Computing	4 Diverting	4 Manipulating
5 Copying	5 Persuading	5 Tending
6 Comparing	6 Speaking/Signalling	6 Feeding-Offbearing
	7 Serving	7 Handling
	8 Taking Instructions/ Helping	

Worker functions involving more complex responsibility and judgement are assigned lower numbers in these three lists while functions which are less complicated have higher numbers. For example, "synthesizing" and "coordinating" data are more complex tasks than "copying" data; "instructing" people involves a broader responsiblity than "taking instructions-helping"; and "operating" things is a more complicated task than "handling" things. When selecting job descriptions upon which to base work samples, the teacher should look for jobs that have high middle digits, as these occupations are more likely to be within the realm of abilities of the severely impaired person

The teacher can review job descriptions and select skills within the description which the students are capable of acquiring. Task analysis, flow chart development and criterion referenced tests are valuable teaching tools when developing work samples. It is suggested that each work sample is written into a packet, with the cover page showing the Dictionary of Occupational Title's definition. This becomes a nice visual presentation on how your goals and objectives fit into an overall work program.

Using the Dictionary of Occupational Title based work samples give credibility to your vocational training. It awards dignity to the student when his parents realize that training corresponds to "real" work and occupations. The vocational aspect of the exit Individual Educational Plan (IEP) report takes on more meaning when you show the relationship between your training and job descriptions using the terminology from the Department of Labor.

The Dictionary of Occupational Titles is available from the Superintendent of Documents, U.S Printing Office, Washington, D.C 20402 or from the Bookstore located in the Federal Building in Detroit

---

The Dictionary of Occupational Titles work sample design can be incorporated into the theme teaching of winter. This is an excellent time to teach students the function of snow removal tools. The objectives of using a snow shovel (6), using salt and sand in snow removal (7) and learning to identify and obtain snow removal materials (5) can all be taught during the winter season. These objectives may be written in a task analysis format and included in a D.O.T work sample titled "Industrial Cleaner".

> 381.687-018 Cleaner, Industrial (any ind.) clean-up worker, janitor; sanitor; scrubber; sweeper; trash collector; vacuum cleaner; waste collector.

Keeps working area in production departments of industrial establishment in clean and orderly condition, performing any combination of the following duties: Transports raw materials and semi-finished products or supplies between departments or buildings to supply machine tenders or operators with materials for processing, using handtruck. Arranges boxes, material, and handtrucks or other industrial equipment in neat and orderly fashion. Cleans lint, dust, oil and grease from machines. overhead pipes and conveyors, using brushes, airhoses or steam cleaner. Cleans screens and filters. Scrubs processing tanks and vats. Hoses down floors to clean and applies floor drier. Picks up reusable scrap for salvage and stores in containers. Performs other duties as described under CLEANER (any ind.) I. May burn waste and clean incinerator. May pick up refuse from plant grounds and maintain area by cutting grass and shoveling snow. May operate industrial truck and transport materials within plant. May start pumps to force cleaning through production machinery, piping or vats. May be designated according area designated as ALLEY CLEANER (textile); CASTING-AND-LOCKER ROOM SERVICER (plastics mat.); ENGINE-ROOM CLEANER (any ind.); OVERHEAD CLEANER (any ind.); Additional titles: CANNING-ROOM SWEEPER (malt liquors); CEILING CLEANER (any ind.); CLEAN-UP WORKER, SPRAY ROOM (inst. and app.); FLOOR CLEANER (any ind.).

This work sample shows that the snow removal skills relate to an actual job as defined by the Department of Labor. The middle digits of this job definition are high numbers and this assures us that this job may be within the abilities of the severely impaired student.

ALL AROUND TOWN

ARC/Downriver, 4212 13th Street, Wyandotte: 283-0710

This active ARC plans several events for developmentally disabled individuals. Friday night basketball games are offered at the Wyandotte WMCA and Friday afternoon bowling takes place at the Indian Lanes. Other ARC sponsored activities have included pizza parties, dances, swimming and sign language classes. Call the ARC Downriver for an updated calendar of events.

You may also want to contact the Detroit ARC (832-0143) and the Northwest Branch to inquire about recreational programs for the developmentally disabled in their facilities.

A nice alternative to cartoons, Fun Flicks unreel Saturday mornings at 11:00 a. m. at the Royal Oak Public Library, 222 E. Eleven Mile Road (541-1470). Children of all ages are welcome, but preschoolers must be accompanied by an adult. This will hold true for severely handicapped kids. FREE

DETROIT YOUTHEATER, Detroit Institute of Arts, 5200 Woodward (at Kirby)

JANUARY 12, 1985 Detroit Dance Collective

Back for a second season, the dancers will perform first on stage and then move with the audience for their final selection to be performed in the Museum's sculpture court (complete with a brief talk about the sculpture). Part of our new "You Gotta Have Art!" series...FOR AGES 5 YEARS TO ADULT.

JANUARY 19, 1985

Puss 'n Boots

The Bob Brown Puppet Productions from Washington D.C. pull the strings for the frisky feline as he recreates his famed adventures for families with youngsters 5 YEARS OR OLDER.

January 26, 1985

The Clown Conspiracy

Joe Killian and Michael Zerphy will tease your imagination with comic vignettes blending the vitality of the European circus with the grace of pantomime. And they juggle, too. For ages 5 YEARS TO ADULT.

ALL AROUND TOWN

DETROIT YOUTHEATER

FEBRUARY 9, 1985 African Folktales

New York's multi-talented Edmond Felix and Hilary Bader combine acting, dancing, music and storytelling, as well as delightful audience participation to charm everyone with a potpourri of vivid African folklore! For ages 3 YEARS TO ADULT.

FEBRUARY 16, 1985

The Ishangi Dancers

This extraordinary family ensemble annually brings to Detroit the culture and excitement of West Africa. Returning for the 17th consecutive season- BE THERE! NOTE: Kids under 5 years of age will NOT be admitted.

FEBRUARY 23, 1985

Play to Win!

The fascinating story of an extraordinary athlete, Jackie Robinson, and how he became the first black in major league baseball. This exciting fullstage musical follows Robinson from his college days to stardom with the Brooklyn Dodgers. For ages 7 YEARS AND UP.

All performances are at 11:00 a.m. and 2:00 p.m. and tickets are $3.00 per person. (personal note: The Youtheater seems to be staffed with elderly women who have little understanding or patience with their handicapped patrons. Do not let this attitude hamper the severely impaired person's opportunity to participate in these "cultural" activities. My experience has been that these live theater experiences have been thoroughly enjoyed by all. The performances last one hour, and students who are planning to attend should be able to sit for that length of time and have a reasonable ability to attend to the skits. However, please adhere to the age restrictions.)

ALL AROUND TOWN

Belle Isle Aquarium, Belle Isle, 267-7139. Thousands of species of rare fish and that big old electric eel fed twice daily. This is a beautiful Pewabic tile treasure and the oldest freshwater aquarium in America, built in eight hour. Open daily 10 a.m.-5 p.m. Free.

Belle Isle Conservatory, where the greenery makes you think spring, not winter, which is just around the corner. Through December 10, mum show. On Belle Isle, 267-7133. Free.

You can't just put them in a parking lot, so the best friends of the mounted police are housed in **Detroit Police Horse Barns**, located on Belle Isle and Rouge Park. Call 876-0061 for times and reservations. Free.

Detroit Zoo, 8450 W. Ten Mile Rd., Royal Oak, 398-0900. A variety of 5,000 animals spread out over 122 acres of land. Hours are 10 a.m.-5 p.m. Mondays-Saturdays, 9 a.m.-6 p.m. Sundays and holidays. Admission $3.50 adults, $2 seniors, and $1.50 children five through twelve.

Matthei Botanical Gardens, 1800 Dixboro Rd., Ann Arbor, 764-1168. University of Michigan's faculty to support the botanical teaching and research classes is open to the public 10 a.m.-4:30 p.m. daily. Free.

AND BOOKS AND THINGS

LOOK FOR US

Jabberwocky

toys

and books for children

ages 3-12

♥ educational workbooks ♥ stickers ♥ stuffed animals ♥ brio trains and towns ♥ merimekko luggage

336 east maple, birmingham between woodward and hunter

store hours: monthursat 10-5:30 thursday and friday till 9

BOOKS AND THINGS ♡ TOYS AND

BOOKS AND THINGS ♡ TOYS AND

Halloween costumes for rent (limited quantity) puppets, marionettes and puppet theater.

Unique toys from birth to teens

MOMS' TOY ATTIC

a resale toy shop

TUES - SAT 10-5

16637 E. Warren, Detroit

off I-94 at Cadieux exit

882-7631

The Metropark Systems is far from being forgotten during the winter months. Special Activities are planned for each weekend, and have included nature walks, bird watching, farm and nature crafts, astronomy walks and hay and sleigh rides. Call for an updated calendar of events:

KENSINGTON: 685-1561
OAKWOODS: 697-9181
STONY CREEK: 781-4621

The Baldwin Public Library in Birmingham plans activities that are worth the distance. Once a month they plan "P.J. Storytime" for kids aged 2 years and older. Call 647-1700 for a calendar of events occuring at this wonderful place on 300 W. Merrill Street.

Send any information on upcoming events to: WCISD, P.O. BOX 807, 33500 Van Born Road, Wayne, Michigan 48184, attn: Title I. Events for spring (March, April, May) should be received by February 15, 1985 to be included in the next magazine issue.

BEST COPY AVAILABLE

MOLEHILLS OUT OF MOUNTAINS

The Professional Resource Center of the Wayne County Intermediate School District is pleased to annouce the schedule of workshops for the 1985 Molehills Out of Mountains series. These workshops are developed for those individuals working directly with the severely handicapped student. The six sessions will be offered at the Wayne County Intermediate School District on Wednesdays from 4:00 to 7:00. The cost per workshop is $4.50, and includes a two hour workshop, workbook and dinner.

JANUARY 16, 1985 "Winter Warm-UP"

Mary-Dean Barringer, Demonstration/Resource Teacher, WCISD
Chris Kosal-Smither, Teacher of the Speech and Language Impaired, WCISD

This workshop will discuss how a unit teaching format may be used to teach objectives to severely impaired individuals in these content areas: Language arts, creative arts, physical education, health education, home living and vocational education. Using the theme of "winter", the presenters will demonstrate activities geared to various developmental and chronological ages. Following the activity demonstration, the participants will have the opportunity to create many of the teacher-made materials used in this presentation.

FEBRUARY 13, 1985 "These Kids, Me and My Feelings"

Wayne Ruchgy, Coordinator of Special Projects, psychologist WCISD

This workshop will explore the emotional/psychological impact handicapped individuals have upon their primary caregivers. It addresses the issue of emotional burn-out and suggests possible strategies for dealing with this phenommena. Participants will be given a workbook to use through this journey into their personal feelings.

MARCH 13, 1985 "The Heart of the Matter"

Mary-Dean Barringer, Demonstration/Resource Teacher, WCISD
Janet Graetz, Teacher of the Severely Impaired, WCISD
Catherine Liesman, Deputy Director, Development Center, INC.

An outline for affective education curriculum for the severely impaired will be presented. Three component areas will be emphasized: body and self awareness; emotions and feelings, and becooming a part of a social group (affliation). The presenters will offer ideas for instructional objectives and demonstrate activities to teach these goals. Resources available to assist instructors teaching affective education with the severely impaired will be presented.

APRIL 19, 1985 "Gentle Art of Self-Defense"

Brenda Brown, Chris Clinton-Cali, Michael Reeber
Behavior Intervention Facilitators, WCISD

Physical intervention and body management techniques will be demonstrated by these presenters. Using a video-tape and hands-on practice sessions, the participants will learn basic techniques that will enable them to develop competence and self-confidence when manipulating hard-to-manage students. Guidelines for the proper use of these techniques will be discussed. Crisis prevention strategies will be presented. The video-tape will be made available through the PRC for duplication to a 3/4" or VHS format.

MAY 15, 1985 "Movement Based Language"

Kevin Magin, Michigan Deaf-Blind Consultant
Midwest Regional Center for the Deaf-Blind, Lansing

This workshop will highlight the curriculum developed by the Midwest Regional Center for Services to Deaf-Blind Children to teach fundamental linguistic skills to multiply impaired individuals. The curriculum will be made available through the Professional Resource Center.

JUNE 5, 1985 "Really Together Now!"

Mary-Dean Barringer, Demonstration/Resource Teacher, WCISD
Chris Kosal-Smither, Teacher of the Speech and Language Impaired, WCISD

Ideas for large group teaching will be demonstrated in this sequel to the workshop "All Together NOW!" There will be a special focus on using music to teach cognitive, affective and psychomotor objectives; language games; visual arts and dramatic play.

Interested individuals may register for the entire workshop series for $27.00 (Single registration will be available at a later date). This guarantees a space in the workshop and a certificate of achievement for attending the entire workshop series. Checks should be made payable to WCISD and mailed to Sue Kage, PRC; WCISD, P.O. Box 807, 33500 Van Born Road, Wayne, Michigan 48184. For further information contact Sue at 467-1439.

NEW FOR YOU!

The Wayne County Intermediate School District is pleased to announce its charter membership in the USA Toy Library Association. Materials received from this organization will be housed at the Professional Resource Center within the Wayne County Intermediate School District Education Center on Van Born. Copies of Child's Play, the association's newsletter, is also available at each WCISD center program. Contact your occupational therapist for information.

There is a growing interest in toys, play and the handicapped child. Riley Center in Allen Park has be a catalyst in the use of adaptive switches to operate battery powered toys and leisure time equipment. Linda Burkhart's book has been used at all centers by interested support staff to adapt toys. The PAM Center in Lansing and the Detroit Institute for Children are two other organizations that provide information on toy adaptation.

The Neuromuscular Institute at Mt. Carmel Hospital (6071 West Outer Drive, Detroit) has a lending library for parents at the Ed Turner Toy Library. The goals of the library are to make toys available to children with special needs and provide resources for necessary adaptations. Specially adapted battery-operated toys and other carefully selected toys are available for loan on a two-week basis. Call 927-7012.

A new journal will be available in January 1985 at the Professional Resource Center. The journal, Augmentative and Alternative Communication (AAC), is the offical publication of the International Society for Augmentative and Alternative Communication (ISAAC). This quarterly magazine will integrate theory and practice with assessment, treatment, habilitation and education. Journal subscriptions are $30.00 and are available through Williams and Wilkins; P.O. Box 1496, Baltimore, MD, 21203. Information about ISAAC can be obtained from Mrs. Susan Sansone, ISAAC, 2900 Veteran's Memorial Highway, Bohemia, New York, 11716.

Wayne County Intermediate School District is gaining recognition for the innovative work by Bev Fraser, Dr. Robert Hensinger, and John Marchello in their Headrest Development Project. This project has sought to develop commercially practical head support devices for persons with serious head control deficiencies. Devices were designed that improved the safety and function of severely physically impaired students in transportation and classroom situations. The core team of investigators have been presenting this project at a local, state and national level. Anyone interested in the results of the initial prototypes can address correspondence to Wayne Ruchgy, Coordinator of Special Projects, WCISD, P.O. BOX 807, 33500 Van Born Road, Wayne, Michigan 48184.

Due in large part to Lou Brown's involvement in the educational system in Wisconsin, the Madison Public Schools have incorporated the severely mentally impaired and severely multiply impaired into their programming. Anyone interested in this exciting concept can contact Betty Shiranga in Madison at (608) 263-3217.

Have you adapted or developed an activity that teaches a skill while providing an enjoyable leisure activity to a severely impaired student? If so, the University of Conneticut wants YOU! They are requesting that teachers and other who have developed or adapted games for people with severe handicaps share their games by contributing them for a book. Each contributor will be credited for their game and receive a copy of the book. Preference will be given to games that suit persons with severe handicaps, that are age appropriate and that enhance life in community settings. Contact: Beverly Rainforth, Department of Educational Psychology, Box U-64, School of Education, University of Conneticut, Storrs, CT, 06268 or call (203) 486-4034.

Bovenschen workshops: conducted in '83-'84

Bovenschen School is offering a series of special workshops for parents and professionals who know and love a developmentally disabled child.

"We know when there's a handicapped child in the family that the care and adjustments called for seem overwhelming," explains SMI Instructor Angie O'Donnell. O'Donnell and School Social Worker Kathy Drozer organized the Bovenschen workshops.

Six workshops were scheduled. Several were conducted earlier in March and the schedule for the rest of the series is shown below.

"Help for families of handicapped children," says Drozer, "is sometimes limited, or slow in coming. But with a better understanding of how to deal with the handicap, the quality of life can improve for everyone. That is the intent of these workshops. To help improve the quality of life for everyone."

interested persons should contact O'Donnell & Drozer for additional information

Family Dynamics–Birth and Beyond Workshop topics cover the spectrum of stressful situations families of handicapped children must handle. Particular emphasis placed on developing realistic expectations and coping skills.	Kathy Drozer, and Audrey Fleming, Social Workers, Bovenschen/ Rockwell
Just for Me - Part I Presenters will introduce a unique method of "reaching inside" to clarify and strengthen personal goals and beliefs to help build positive behavior in yourself and your children. (Free workbook provided with this session.)	Kathy Drozer and Angie O'Donnell SMI Teacher Bovenschen
Just for Me - Part II A continuation of the April 3 workshop concluding with tips for giving yourself what you need to "keep going" even in the toughest situations.	Kathy Drozer and Angie O'Donnell

The Department of Continuing Education at Schoolcraft College is offering a certificate course to paraprofessionals who would like to upgrade their teaching skills. This five course program is titled "Creative Teaching for the Developmentally Disabled". Upon completion of the five course sequence, students receive a certificate of achievement issued by Schoolcraft College. Students may also transfer credits earned in this program to a degree program at Schoolcraft if they so desire.

Classes will begin during the first week of February and will meet for ten weeks. Courses to be offered include:

COMMUNICATION TRAINING FOR THE SEVERELY/MULTIPLY IMPAIRED

Learn some sign language! Break the Blissymbolic code! This course focuses on non-verbal communication training for the mentally retarded person. Normal language development will be explore as well as ways to become a more effective communicator. Classroom activities will be presented. Meets Thursdays from 5 to 7:30 at the Garden City campus.

TEACHING LEISURE TIME SKILLS TO THE DEVELOPMENTALLY DISABLED

This course is designed for those people who live and work with the mentally retarded individual. This course offers a multitude of activities and materials to be used with the severely impaired, including cooking, music storytelling, visual arts, dramatic play, prerequiste skills for leisure time. Meets Tuesdays from 7 to 9:30

PROMOTING THE HEALTH OF THE DEVELOPMENTALLY DISABLED

Students will gain an understanding of the health problems of the developmentally disabled person. They will learn the importance of health maintenance and physical fitness. Dental care, first aid and medical services will be discussed. Meets Wednesdays, time to be announced.

Contact Betty Andrews (591-6400 ext. 410) at Schoolcraft for more information

MONEY! MONEY! MONEY! MONEY! MONEY! MONEY! MONEY! MONEY! MONEY!

The Foundation for Exceptional Children is offering minigrant awards to educators interested in providing special projects for handicapped children. The Bill Geer Minigrant award is available in amounts not exceeding $500. The application deadline is FEBRUARY 15, 1985. Write to the FOUNDATION FOR EXCEPTIONAL CHILDREN, Minigrant Committee, 1920 Association Drive, Reston, VA 22091 for information and application forms.

HOMEWORK

(Information for the primary caregivers
of the severely impaired)

introducing . . . .

PARENT EDUCATION PROGRAM

SCHOOLCRAFT COLLEGE CONTINUING EDUCATION
18600 Haggerty Road
Livonia, Michigan 48152

I. WHO IS SPONSORING THIS PROGRAM?

-Detroit Association of Retarded Citizens
-Family & Neighborhood Services of Western Wayne County
-Greater Detroit Life Consultation Services
-Michigan Association of Retarded Citizens
-Schoolcraft College Continuing Education Program
-Wayne Community Living Center
-Wayne County Intermediate School District

II. WHO WAS INVOLVED IN THE INITIAL PLANNING?

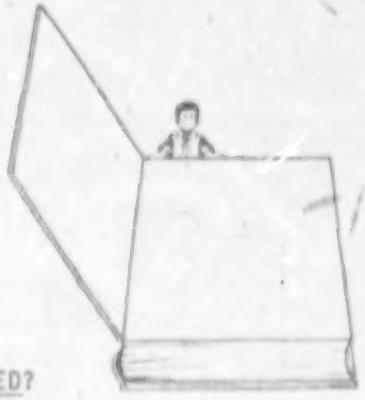
-Parents

-Representatives from each of the sponsoring Agencies

III. WHY WAS THE PROGRAM ESTABLISHED?

As an attempt:

-to enhance the Parent Education Process--integrating it into a college milieu
-to coordinate the provision of such services to parents through cooperative, interagency planning
-to give parents a multi-dimensional learning experience--providing to those who have not attended college an experience of higher education
-to allow parents entree to the entire service delivery system through an interaction with professionals from various agencies and parents receiving a variety of services
-to assist parents in building a strong support network
-to provide parents with assistance to help them develop a deeper awareness of their own identity, self-worth and competence
-to provide support to parents in their personal adjustment to the task of rearing a handicapped child
-to support "Permanency Planning" for Developmentally Disabled Persons through the provision of skill enrichment and development experiences to parents, guardians and/or foster parents



IV. WHAT COURSES ARE BEING OFFERED?

Presently, the following are being offered:

-Is It OK To Feel Like This?
-You And The Education Of Your Child
-Surviving in the 80's

V. WHAT WILL BE THE CONTENT OF THE COURSES OFFERED?

-Basic information about Developmental Disabilities
-Information about the rights guaranteed to their children
-Teaching techniques to be used at home
-Techniques for assessing the functioning level of their child
-Information and strategies to help parents and families deal with stress involved in dealing with a special needs student
-Whatever is seen as necessary by parents or professionals to help parents be positive parents
-Networking and support group building

VI. COST OF THE PROGRAM?

There is a minimal cost for the training. There will be scholarship monies made available to parents on a need basis, which will be limited. Some agencies will be utilizing training funds to facilitate parent involvement in this program.

VII. HOW CAN YOU OR YOUR AGENCY BECOME INVOLVED?

-Through sponsoring parents you have contact with in the program
-Applying to be a co-instructor in an offered course
-Design a course and present it to the Ad Hoc Committee
-Identifying needs which you feel this program should address
-Identifying programs which you have available to support parents and providing that information to the Program for dissemination

VIII. FOR FURTHER INFORMATION:

Please contact:

Wayne J. Ruchgy - Wayne County Intermediate Schools at 467-1362

Betty Andrews - Schoolcraft College at 591-4600, Ext. 410

SUPPORT DOGS FOR THE HANDICAPPED

Support Dogs for the Handicapped is a privately funded organization which provides specially trained dogs to disabled persons at no charge to the individuals or their families. The dogs are trained to aid people with such activities as climbing stairs, opening heavy doors, getting up from chairs, retrieving dropped objects, and in some cases, walking.

Support dogs are usually large-boned dogs such as German Shephards, Labroadors, Newfoundlands, and some mixed breeds as well. The dogs come from such different sources as breeders, private individuals, and the Humane Society. They first go through a basic training period of eight to twelve weeks, and then speciality training for three to six weeks during which time the recipient and the trainer work together.

A support dog can be for anyone who is physically disabled, desires independence and has the capabilities to function well with a dog. Individuals with disabilities may apply for a support dog along with their doctor's written approval. After the initial application, a committee will decide if the individual is qualified.

Information may be obtained from: Support Dogs for the Handicapped, P.O. Box 28457, Columbus, Ohio 43228.

OFF THE RECORD

Music is a part of everyone's environment. The sounds we hear everyday are music: the song of a bird, the crackle of thunder and lightening, the pitter-patter of raindrops, a televison commercial, the car radio, and music played on instruments. These sounds produce tones and rhythms that make music. The music we hear evokes special emotions and students also learn that music can communicate feelings. This is expressed through spontaneous chants, songs and movement.

The natural appeal of music makes it an inherently reinforcing activity. Through music, you can build a student's vocabulary, reinforce concepts, develop motor and social skills, and improve receptive language ability. An attention span can be increased by just listening to music. The use of music is a powerful teaching medium. The severely impaired student can maximize his enjoyment of music time when it is presented with a structured format.

The music lesson plan that is used in this column is designed to help the student become an active participant during music time. The lessons are not designed to teach specific music skills or elements of music, but rather to use music to teach objectives that are commonly part of the severely impaired student's individualized educational program. The basic objectives of the music lesson are to increase receptive and expressive language skills, to learn to express preferences during music, and to imitate motor patterns. Each lesson consists of eight songs which address a specific skill area. The lesson plan is best developed by selecting a theme for the music session. Once the theme has been selected, the teacher uses the eight song format. Each lesson has an audio tape that the instructor has made to correspond to with the selected songs and activities. This tape and lesson can be repeated every day for at least one week. (You can extend it to two weeks if you don't get tired of the same old songs.) Repetition will be necessary for the students to learn what is expected of them during the songs.

The eight song format used in the lesson plans was developed by music therapist Gail Betton:

HELLO SONG: This is a song that is used to start the music session and introduce the "theme" of the tape.
GROSS MOTOR SONG: Any type of song that would encourage gross motor movements can be used.
EXPRESSIVE SONG: This is a song that would encourage sound making, a sing a long, or a "sign a long".
RECEPTIVE SONG: This would be a song where the students would have to listen and perform a required task.
ONE-STEP COMMANDS: This is very similiar to the receptive song, but is included as a separate activity because so many severely impaired students seem to be working on this goal. The commands are very simplistic and involve imitating motor patterns.
ACADEMIC SONGS: These are any songs which would build upon the cognitive objectives that are set for the students (labeling, colors, numbers, etc.)
SOCIAL-EMOTIONAL SONGS: Select songs that address the affective area and encourage peer interaction.
GOODBYE SONG: This song is the same as the HELLO song and indicates the end of the music session.

(The music tape that corresponds with this lesson is available for duplication from the PROFESSIONAL RESOURCE CENTER. Media lab personnel will be happy to assist you in making a tape from their master copy. There is a nominal fee for the tape.)

MUSIC THEME: "Everybody Has Feelings"

MATERIALS: You may want to make a picture set consisting of photographs showing various emotions: happy, sad, angry/mad, sleepy/tired, funny, scared. You will also need a Bert and Ernie puppet or stuffed toy for this lesson.

ACTIVITIES:

(1) "EVERYBODY HAS FEELINGS" (Hap Palmer, Ideas, Thoughts and Feelings)
This song introduces the theme of the music session. Tell the group we are going to sing about "feelings" for a while. Play the first song. This is primarily a listening activity. When the song says "Tell me something that makes you (happy)", show pictures of people displaying that emotion.

(2) "LISTEN TO THE MUSIC" (Sesame Street, Feelings)
Music makes us want to move, and dancing and moving can sure feel good. The group can listen to the song and move their bodies in a way that makes them feel good. The instructor can model ways for the group to move, but reinforce any type of gross motor movement that the student makes. This can be performed standing or sitting.

(3) "I JUST CALLED TO SAY I LOVE YOU" (Stevie Wonder, 45 rpm)
The words and phrases that the students will express are "no" and "I love you". The expression can be verbal, gestural, using their picture board, or signed. The instructor will sing the song and emphasize the word "no" as a cue for the students to express it. Students will imitate "I love you" when cued in the song. During the song, other instructors can tap out the beat on the students shoulders or gently rock them from side to side.

(4) "FEELINGS" (Hap Palmer, Getting to Know Myself)
The students will listen to the song and imitate the facial and motor movements imitated by the instructor. You may want to provide pictures of the actions as cues.

(5) "IF YOU'RE HAPPY AND YOU KNOW IT" (any version, even your own)
Everyone knows this song. You may want to sing your own version and put in all the one step commands that your students are working on.

(6) "FEELING GOOD/FEELING BAD" (Bert and Ernie, Best of Sesame Street)
This song introduces two basic feelings. The song can be acted out with the Bert and Ernie puppets. Provide a poster of pictures that depict "good" feelings, and one that depicts "bad" feelings. When the puppets talk about "good and bad", help the students point to the appropriate picture.

(7) "I LIKE ME" (Hap Palmer, Ideas, Thoughts and Feelings)
Go through this song and tell each one of your students one thing that you like about them. Talk about how good it makes us feel to like someone and be liked in return.

(8) "EVERYBODY HAS FEELINGS" (repeat indicating end of session).

JOIN UP!

Professional Organizations:

TASH (Association for People with Severe Handicaps)
7010 Roosevelt Way NE
Seattle, Washington 98115
(206) 523-8446

Journals, Newsletters, Conferences on all areas of concern to people dealing with severe handicaps.

Music Education for Handicapped
Box 454
Summit, New Jersey 07901
(201) 668-1293

Provides information to train teachers to help provide musical experiences for handicapped individuals.

AAMD (American Association of Mental Deficiency)
1719 Kalorama Road N.W.
Washington, D.C. 20009
(800) 424-3688

Provides two journals, conventions and conferences to members. Next conference for members: May 25 - 27, 1985, Philadelphia

Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589
(703) 620-3660

Provides journals, newsletters, annual convention; division membership for special interest areas. Next conference: April 15 - 17, 1985, Anaheim

Michigan CEC
380 Crocket Drive
Quincy, Michigan 49082

Provides newsletter, state conference: March 8 - 10, 1985, Grand Rapids.

TO THE FRONTLINE ...

WHERE SELDOM IS HEARD AN ENCOURAGING WORD

Although considerable progress has been made in providing severely impaired students with educational programs that can assist them in developing a number of basic human skills, programs designed to promote student affective development are still lacking. The emotional progress of severely impaired students often does not compare to other more highly developed skills. The current "state of the art" does not adequately address the basic emotional development of severely impaired students. In place of educational programs promoting student affective growth, there are an abundance of student behavior modifying programs that are designed to modify student "maladaptive" behavior. The emphasis, in fact, has often been on "controlling or eliminating" student inappropriate emotional behavior rather than on systematically developing, nurturing and promoting skills in the affective domain. Few programs presently exist that will assist severely impaired students in developing those human skills which will allow them true entree into a more "normalized" world.

It seems ironic that the skills most essential for a student's real survival within his community are those which we find the most difficult to teach. Perhaps this is due to man's limited understanding of his emotional nature.

I laud the efforts of this publication to deal with this most important issue. I am encouraged to see the creative efforts of individual staff to make the educational experiences of impaired students as meaningful and as appropriate as outlined in the articles and material contained in **SPECIALITY.** It will only be through this process of sharing with others that present educational programs will become comprehensive. Indeed it is only when we come to understand curriculum as an ever expanding and changing approach to promoting human development that we will truly educate those students we serve.

Dr. James Greiner, Associate Superintendent
Wayne County Intermediate School District

SPECIALITY*

We are interested in hearing from you regarding your thoughts about this magazine. Is it helpful in giving new ideas and activities for your curriculum areas? Did the articles stimulate your thinking about the selected topics? Did you think about other areas you would like information on? How did you like the "New for YOU!" and other columns? Would you like to have the materials mentioned in the activities available through the Professional Resource Center to help you use the ideas? Let us know!!

	Not at all		Somewhat		Superior
I found the articles on affective education very interesting.	1	2	3	4	5
I found the teaching ideas in "WINTER WARM-UP" to be very usable.	1	2	3	4	5
Overall, I found this magazine to be a useful supplement of ideas for working with the severely involved.	1	2	3	4	5

COMMENTS: _____

_____

_____

_____

_____

_____

_____

Tear out this page and send your thoughts to Mary-Dean Barringer, Title One Office. If you are within the Wayne County area, you may return this postage-free through the school office mail.

If not, mail to M.D. Barringer, WCISD, P.O. Box 807, 33500 Van Born Road, Wayne, Michigan 48184

We REALLY want to hear from you. Staff response will greatly determine whether this magazine is continued. Please write!

SPECIALITY*

This magazine is provided to staff of the Wayne County Intermediate School District directly operated programs as part of an ongoing committment to staff development. Other interested persons may purchase SPECIALITY* for $3.00 per issue. This may be ordered through: WCISD, Title I Office, P.O. Box 807, 33500 Van Born Road, Wayne, Michigan 48184.

If you are interested in submitting an article or teaching activity to be considered for publication, return this form to Mary-Dean Barringer.

TO: Mary-Dean Barringer
WCISD
P.O. Box 807
33500 Van Born Road
Wayne, Michigan 48184

Please send information and forms for submitting activities and articles to SPECIALITY* to:

NAME_____

ADDRESS_____

CITY_____

STATE_____ZIP CODE_____

TELEPHONE:_____(work)_____(home)

Coming in the next issue of SPECIALITY* ...

* topical articles on creative arts and the severely handicapped
* using our cultural institutions with severely impaired learners
* Spring Shape-Up teaching unit and much, much more....

BEST COPY AVAILABLE

BOARD OF EDUCATION MEMBERS

MARY BLACKMON
President

ARMEN BARSAMIAN
Vice President

JOAN HANPETER
Secretary

GERALDINE W. JOYNER
Treasurer

BOYD ARTHURS
Trustee

William Simmons,
Superintendent

This work was developed with Chapter I, Education Consolidation and Improvement Act Program for the Handicapped funds (formerly under Title I, ESEA, P.L. 89-313). However, the content does not necessarily reflect the position or policy of the U. S. Department of Education and/or the Wayne County Intermediate School District; and no official endorsement of these materials should be inferred.